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ABSTRACT

As an aid in devising individualized programs for handicapped students, the document presents a breakdown of developmental skills. Behavioral statements are arranged hierarchically for eleven skill areas (subskills in parentheses); gross motor (walking, eye/arm coordination, singing), fine motor control (grasp, block manipulation, and finger painting), sensory skills (tactual awareness and visual sequencing), self help skills (toilet training and home related practical skills), language (gestures and vocalization), reading/spelling (word analysis and vocabulary development), arithmetic (time and budgeting), writing (printing and cursive forms), prevocational skills (occupational exploration), and psycho/social development (decision making and self discipline). (CL)

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Reference Guide to Developmental Skills

Special Education District
of
Lake County
Gurnee, Illinois

July 1976

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STUDENT EDUCATIONAL PLAN

(Revised 6/76)

1.0 Philosophy:

S.E.D.O.L. believes it is self evident that: Each student is an individual; provision of educational services designated to meet the individual's needs is an intrinsic right; and no one in the delivery system of services has the right to modify the rights of an individual or the rights to an educational process designed to meet his or her individual needs.

2.0 Goal:

S.E.D.O.L. shall provide the best possible educational program by adhering to its philosophy, through maximizing the possibilities for "normal" living experiences.

3.0 Objectives of Educational Plan:

In order to meet S.E.D.O.L.'s goal, each student shall have a detailed written plan.

Any activity engaged in, with or for the student, should be directly related to the objectives as stated in the student's plan.

The teacher is the team leader and is responsible for coordinating all supportive services provided to children in his/her charge.

In those cases where contractual service is being provided, the supportive person providing the service will be responsible for completing a student plan, and sharing his/her objectives with the student's teacher (and/or S.E.D.O.L.) mainstream personnel.

Each team member will contribute the particular section of the detailed plan concerning their involvement with the student.

The team leader will revise the student plan accordingly. The student's team will serve to evaluate and monitor the student's plan.

4.0 Time Table of Student Plan Development.

The educational plan is on-going and will be initiated at the beginning of the school year or when a student is placed a S.E.D.O.L. Program.

The initial plan will be developed no later than six weeks after the beginning of the school year or placement in a S.E.D.O.L. program.

Those students whose age, understanding, and communication skills, allow, will be involved as to their input and agreement with the plan.

A parent conference will be held before the first completion of the plan to obtain their input, agreement with the plan, and to develop their plan for home support.

A parent conference will be held at mid-year to explain any updating and progress made at that point.

The entire plan should be evaluated and a third parent conference held prior to the end of the school year.

5.0 Procedure for Completing Student Educational Plan (Revised 6/76)

Section "1.0 Student Information" Page 1 of Educational Plan

Name: state the student's full name.

Birthdate: state student's date of birth.

District of Attendance: The number and name of the school district in which the student attends classes.

School: Present school student is attending.

Team Leader: The teacher will be the team leader and is responsible for coordinating all supportive services provided to students in his/her charge.

Team Members: Any SEDOL staff member having input into the student plan.

District of Attendance
Personnel Involved: Any member of the district of attendance (not a SEDOL employee) who has input into the student plan.

Agencies Involved: Agencies not associated with SEDOL, but who work with the student and/or the family for the student's benefit, e.g., Division of Vocational Rehabilitation, etc.

Specific Problem: Specific reasons contributing to program's placement.

Strengths/Special Interests: Indicate any strength or special interest of the student which could be valuable for team members.

Medication: Indicate the name and dosage of prescribed medication only, e.g., Valium, Ritalin, etc. Also indicate the reason why this medication was prescribed, if known.

Program Placement: State student's present class placement.

Itinerant Time
Per Day/Per Week: The amount of time an itinerant teacher works with a student.

Supportive Equipment: Any special equipment used to meet the physical needs of the student, i.e., wheelchairs, hearing aids, glasses, canes.

Section "2.0 Parent/Teacher Communication" Page 2 of Educational Plan

Goals: A minimum of three (3) parent conferences should be held yearly: one, approximately six (6) weeks after placement to introduce the educational plan and the goals set for the student. Second, at mid-year to explain any updating and progress made up to that point, and third, at the end of the year to evaluate the entire plan and to report the results of the multidisciplinary staffing.

Methods: Indicate the manner in which parents will be contacted to meet the goals, i.e., phone calls, notes home, etc.

Evaluation: Space has been provided for parent signature and date of the conference.

Additional space has been provided for recording parent/teacher interaction.

Form #117 "Parent Conference Report" is available to record parent conferences relating to matters other than the educational plan.

Section "2.1 Report of Multidisciplinary Staffing (MDS)" Page 2 of Educational Plan

(This section to be completed after the spring multidisciplinary staffings.)

Date: Indicate date of MDS.

Present Functioning: Record team input on student's present functioning level.

Recommendations of MDS: Record team decisions regarding future programming of student.

Procedures for Implementing Change: Record procedure for informing parents, and district of residence of recommendations for student's future programming.

Section "3.0 Supportive Services" Page 3 of Educational Plan

Complete when appropriate.

Section "4.0 Integration in Mainstream Program" Page 3 of Educational Plan

Complete when appropriate.

Section "5.0 Student Program Plan" Page 4 of Educational Plan

The student plan is divided into five (5) steps. They are:

Area Covered
Goals
Methods/Materials
Evaluation
Major Responsibility

Area Covered: Indicate general area covered, number it according to the index in the Reference Guide to Developmental Skills (also known as "The Blue Book"). If the area is not covered in the Blue Book index, a number is not required. See Example #2 on following page.

Goals: Briefly state the specific skill to be acquired. Record date the goal is initiated.

If the goal being taught is not in developmental sequence, a statement of explanation should preceed the goal. See Example #6 on following pages.

To avoid rewriting an unachieved goal, write "Reinstate Goal" and record date below the initial goal. See Examples #1 & #4.

Methods/Materials: State methods and materials used in order to meet the stated goal.

Evaluation: This column should be left blank until the goal is evaluated. When each goal is evaluated, include the date, the specific skills acquired, and the degree of accuracy.

Major Responsibility: As indicated on the Student Plan page, the team leader has the major responsibility for evaluating the goals. If other team members are involved, then the major responsibility column must be signed by the appropriate team member.

NOTE:

Supportive staff contributing to the educational plan should record their input on the blue copies of page 5. These are available at the SEDOL office or from supervisory personnel.

EXAMPLES

Area Covered	Goals	Methods/Materials	Evaluation	Major Resp.
(Example #1) 2.5 Visual Reception	1/8/77 to be able to match like colors 2/3/77 Reinstate goal	1. color wheel 2. color blocks 3. color by number exercises	2/3/77 He can match red, blue, green black and yellow. Cannot match purple, brown, orange.	
(Example #2) Home Economics	10/7/76 to be able to sew a skirt requiring a zipper and waistband as per course requirement	1. pattern, fabric, thread, zipper, sewing machine 2. daily attendance in class 3. classroom instruction	2/18/77 Completed skirt and received grade of B. Missed 2 classes.	Home Economics Teacher
(Example #3) 2.11 Pre-vocational	1/6/77 to be able to fill out a job application	1. review components of application already taught 2. practice on a variety of applications	3/10/77 Successfully completed job application	
(Example #4) 2.12 Psycho/ Social	11/21/76 to be able to remain on the playground 2 consecutive days without incident 11/25/76 Reinstate goal. See evaluation	1. play therapy and discussion 2. group/individual therapy 3. contingency contract	11/25/76 Completed contract with 100% accuracy; rewrote contract and reinstated objective to 4 days 12/30/76 Completed revised contract with 100% accuracy	Social Worker Classroom Teacher
(Example #5) 2.9.1 Math	9/16/76 to do one digit addition facts, no sums over 10	1. math timings 2. flashcard drill 3. teacher-made materials and games 4. Manipulatives	12/20/76 Achieved with 100% accuracy if allowed to use manipulatives	

***Team leader has major responsibility for goals unless otherwise specified.**

EXAMPLES

Area Covered	Goals	Methods/Materials	Evaluation	Major Resp.*
(Example #6) 2.8 Reading Phonics Skills	10/8/76 (has received instructions on vowels for 2 years prior to this, does not know vowel sounds yet, will continue to review) - to be able to add "ed" to words ending in y, i.e., change "y" to "i" and add "ed"	1. modern curriculum Press Book 2 2. ideal charts (prefix and suffix) 3. teacher-made materials and games 4. 3rd grade phonic dittos	12/5/76 Can add "ed" to words ending in "y"; has also acquired skill in adding "es" and "ing" to root words	
(Example #7) 2.8.3 Reading Comprehension	9/18/76 to be able to read a 3 paragraph story at 2nd grade level and answer 5 related questions correctly	1. Barnell Loft Specific Skills Series, Book B 2. Bomar Books, Level 2 3. Teacher-made materials 4. SRA Reading Lab Level 2	12/17/76 Could answer 3 out of 5 questions accurately	
	12/18/76 Reinstate goal		2/11/76 Achieved goal with 100% accuracy	
(Example #8) 2.3 Gross Motor	9/7/76 to walk upstairs one foot at a time	1. staircase 2. hip, knee, ankle differentiation exercises 3. marching	10/5/76 Achieved goal 4 out of 5 attempts using handrail	

*Team leader has major responsibility for goals unless otherwise specified

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2.3 GROSS MOTOR:

2.3.1. HEAD

2.3.1.1 Lifts head when held at shoulder.

2.3.1.2 Moves head laterally.

2.3.1.3 Holds head erect when held at shoulder. for three seconds.

2.3.1.4 Holds head up briefly when prone.

2.3.1.5 Holds head erect, (bobbing) when supported in sitting position.

2.3.1.6 Holds head erect and steady in sitting position.

2.3.1.7 Lifts head when supported under back.

2.3.1.8 Holds head in midposition when in prone position.

2.3.1.9 Lifts head and upper chest well up in midline using fore arms as support, legs straight out, buttocks flat (for 10 seconds) when in prone position.

2.3.1.10 Holds head steady, set forward when held in sitting position.

2.3.1.11 Holds head in midposition when lying on back.

2.3.1.12 Balances head when body is tilted.

2.3.1.13 Other: Please specify_____

2.3.2 SITTING

2.3.2.1 Holds back straight, except in lumbar region, when head erect and steady for several seconds when held in sitting position.

2.3.2.2 Pulls to sit, no head lag.

2.3.2.3 Sits propped.

2.3.2.4 Holds head firmly erect, and back straight when held in sitting position.

2.3.2.5 Gets to sitting position.

2.3.2.6 Sits without support (head erect, steady).

2.3.2.7 Pivots from prone position.

2.3.2.8 Sits erect without support for 10 minutes

2.3.2.9 Sits steady (indefinitely).

2.3.2.10 Sits with proper posture

2.3.2.11 Other: Please specify_____

2.3.3 CREEPING/CRAWLING

2.3.3.1 Makes crawling movement from prone position.

2.3.3.2 Creeps amphibian fashion on stomach.

2.3.3.3 Creeps and/or crawls, maybe backward as first.

2.3.3.4 Crawls in the appropriate fashion, alternating flexion, extension with arm and leg on opposite sides of the body.

2.3.3.5 Other: Please specify_____

2.3.4 PUSHING, PULLING, LIFTING

2.3.4.1 Pushes an object with both arms on a horizontal plane.

2.3.4.2 Pushes an object with both arms on an inclined plane.

2.3.4.3 Executes the pulling action.

2.3.4.4 Pulls self upright.

2.3.4.5 Pulls to standing position.

2.3.4.6 Lifts an object from the ground.

2.3.4.7 Positions a lifted object, following verbal directions.

2.3.4.8 Hangs from bar (overhand grip) for 5 seconds.

2.3.4.9 Pulls up and holds position 5 seconds, chin above bar.

2.3.4.10 Chins self on bar 4 times in succession.

2.3.4.11 Other: Please specify_____

2.3.5 STANDING

2.3.5.1 Presses down feet, straightens body, and often makes reflex stepping movements when held standing on hard surface.

2.3.5.2 Sags at knees when held standing with feet on hard surface.

2.3.5.3 Bears some weight on legs when held standing.

2.3.5.4 Lifts one foot when held standing.

2.3.5.5 Stands when held.

2.3.5.6 Stands momentarily when hands are held.

2.3.5.7 Steps purposefully on alternate feet when held standing.

2.3.5.8 Stands holding on to support himself but cannot lower himself.

2.3.5.9 Stands momentarily alone.

2.3.5.10 Stands alone.

2.3.5.11 Stands with proper posture.

20 2.3.5.12 Rolls from back to side to stand.

2.3.5.13 Pulls self up from lying position to sitting position before standing up.

2.3.5.14 Stands from sitting or crawling position.

2.3.5.15 Other: Please specify_____

2.3.6 BALANCE

2.3.6.1 Stands on toes, heels together, stretching arms out to shoulder level.

2.3.6.2 Stands and maintains balance when eyes are closed.

2.3.6.3 Walks on a marked line maintaining balance.

2.3.6.4 Stands on one foot, holding support (chair).

2.3.6.5 Stands on one foot, using arms to balance.

2.3.6.6 Balances on one foot for one second.

2.3.6.7 Stands on one foot for 5 seconds.

2.3.6.8 Hops on one foot for 3 steps.

2.3.6.9 Balances on one foot for 10 seconds.

2.3.6.10 Hops 5 feet distance on one foot.

2.3.6.11 Hops 16 feet distance on one foot.

2.3.6.12 Hops twice on each foot in location.

2.3.6.13 Balances heel-toe on level surface for 5 seconds.

2.3.6.14 Stands on 4" balance beam on floor, heel-toe position for 5 seconds.

2.3.6.15 Lies on back, stands up in 2 seconds, maintains balance.

2.3.6.16 Balances on toes of one foot for 5 seconds.

2.3.6.17 Other: Please specify_____

2.3.7 WALKING 21

2.3.7.1 Walks holding onto furniture.

2.3.7.2 Walks but needs both hands held.

2.3.7.3 Walks a few steps without support.

2.3.7.4 Walks with balance.

2.3.7.5 Walks at a normal step, heel touching floor first; toes extended for thrust forward.

2.3.7.6 Walks at a normal step, in rhythmic pattern.

2.3.7.7 Walks in short quick steps.

2.3.7.8 Walks in slow, long steps.

2.3.7.9 Walks on a straight line for a fixed distance.

2.3.7.10 Walks on a circular path.

2.3.7.11 Walks between parallel lines.

2.3.7.12 Walks on tip toe steps.

2.3.7.13 Walks on heels.

2.3.7.14 Walks by starting and sopping on command.

2.3.7.15 Walks while carrying an object that obstructs view of the floor.

2.3.7.16 Walks backwards.

2.3.7.17 Walks sideways (step-slide-step).

2.3.7.18 Walks between rungs of a ladder placed on the floor.

2.3.7.19 Other: Please specify_____

2.3.8 A. WALKING INCLINED SURFACE

2.3.8.1 Walks up 25 degree incline - hand held for support.

2.3.8.2 Walks up 25 degree incline - no support.

2.3.8.3 Walks down 25 degree incline - hand held for support.

2.3.8.4 Walks down 25 degree incline - no support.

2.3.8.5 Other: Please specify_____

2.3.9 B. WALKING STAIRS

2.3.9.1 Walks up stairs using hands and feet.

2.3.9.2 Walks upstairs with help, creeps downstairs.

2.3.9.3 Walks upstairs using rail, both feet on each tread.

2.3.9.4 Walks downstairs using rail, both feet on each tread.

2.3.9.5 Walks upstairs alternate feet, may hold rail.

2.3.9.6 Walks downstairs alternate feet, may hold rail.

2.3.9.7 Walks upstairs alternate feet, no hand support.

2.3.9.8 Walks downstairs alternate feet, no hand support.

2.3.9.9 Other: Please specify_____

2.3.10 BALANCE BEAM

2.3.10.1 Walks on beam, one foot on beam, one foot on floor.

2.3.10.2 Walks on board placed on floor.

2.3.10.3 Steps up on board.

2.3.10.4 Stands on beam with both feet.

2.3.10.5 Walks forward on beam, arms extended sideways.

2.3.10.6 Walks length of beam (12'x2"x4") 4" side up.

2.3.10.7 Walks on beam (12"x2"x4") 2 steps, 4" side up.

2.3.10.8 Walks forward on beam, hands on hips.

2.3.10.9 Walks length of beam, 10 seconds, 4" side up.

2.3.10.10 Walks length of beam, 5 seconds, 2" side up.

2.3.10.11 Walks backward across beam, hands on hips.

2.3.10.12 Walks forward on beam, then turns and walks back.

2.3.10.13 Walks forward on beam to middle; stops, and walks backward to the end.

2.3.10.14 Walks forward, focusing eyes on a target.

2.3.10.15 Walks backward, focusing eyes on a target.

2.3.10.16 Walks sideways on the beam.

2.3.10.17 Walks across the beam carrying an object in his hands.

2.3.10.18 Walks forward with bean bag balanced on top of head.

2.3.10.19 Walks forward and steps over wand held 12" above center of the beam.

2.3.10.20 Other: Please specify_____

2.3.11 RUNNING

2.3.11.1 Runs 10 feet distance.

2.3.11.2 Runs on whole foot stopping and starting.

2.3.11.3 Runs straight forward.

2.3.11.4 Alternates walking and running while maintaining balance.

2.3.11.5 Runs quietly or lightly on command.

24 2.3.11.6 Runs heavily on command.

2.3.11.7 Runs and stops suddenly on command.

2.3.11.8 Runs and sustains rhythm

2.3.11.9 Stops, turns around and returns to starting point.

2.3.11.10 Runs 50 yd. dash in 12 seconds.

2.3.11.11 Runs 50 yd. dash in 9 seconds.

2.3.11.12 Other: Please specify_____

2.3.12 CLIMBING

2.3.12.1 Climbs onto object 16" high.

2.3.12.2 Climbs over an obstacle.

2.3.12.3 Climbs under an obstacle.

2.3.12.4 Climbs inside a container.

2.3.12.5 Climbs out of a container.

Monkey Bars

2.3.12.6 Make a definite attempt to climb beyond second bar.

2.3.12.7 Climbs a few bars and descends any fashion.

2.3.12.8 Climbs to top and descends one hand, one foot leading.

2.3.12.9 Climbs to top and descends hand over hand, one foot leading.

2.3.12.10 Climbs to top, descends, hand over hand, alternating feet.

Slide

2.3.12.11 Climbs to top with assistance, needs much help in sitting self at top; needs encouragement and help in coming down. 2

2.3.12.12 Climbs to top; needs help in sitting self at top; slides down once seated.

2.3.12.13 Climbs to top; turns self and sits appropriately, unassisted slides down.

2.3.12.14 Other: Please specify_____

2.3.13 RIDING VEHICLES/PLAY EQUIPMENT

2.3.13.1 Rocks back and forth on rocking horse.

2.3.13.2 Maintains momentum on glider.

2.3.13.3 Maintains momentum of teeter totter.

2.3.13.4 Maintains momentum on swing.

Riding trucks, trains

2.3.13.5 Propels riding toy without being on.

2.3.13.6 Propels riding toy, legs moving together, while sitting on it.

2.3.13.7 Propels riding toy, legs moving alternately, while sitting on it.

2.3.13.8 Maneuvers large riding toys around obstacles.

Wagon

2.3.13.9 Pulls wagon.

2.3.13.10 Kneels with one leg in wagon and propels with other leg.

2.3.13.11 Maintains balance in moving wagon.

2.3.13.12 Steers while riding in wagon.

Scooter

2.3.13.13 Stands with both feet on scooter while teacher pushes.

2.3.13.14 Stands on scooter with one foot and begins pushing with other foot.

2.3.13.15 Maintains momentum by pushing with one foot and coasting.

Trike

2.3.13.16 Rides a vehicle.

2.3.13.17 Climbs onto small wheel tricycle.

2.3.13.18 Pedals tricycle 10 ft. with start and guidance.

2.3.13.19 Pedals tricycle 10 ft. with guidance.

Pedal and steer trike

2.3.13.20 Pedals tricycles in a circular motion unaided.

2.3.13.21 Pedals tricycle following a designated path unaided.

2.3.13.22 Pedals tricycle throughout an obstacle course unaided.

Bike

2.3.13.23 Rides bicycle with training wheels.

2.3.13.24 Rides bicycle with out training wheels.

Roller Skates

2.3.13.25 Maintains balance wearing one skate.

2.3.13.26 Remains upright with help wearing both skates.

2.3.13.27 Skates with assistance.

2.3.13.28 Skates independently.

2.3.13.29 Other: Please specify_____

2.3.14 EYE/ARM/COORDINATION

Rolling

2.3.14.1 Handles a ball.

2.3.14.2 Rolls ball forward.

2.3.14.3 Rolls a 3" ball when seated on floor.

2.3.14.4 Rolls ball with direction and purpose.

2.3.14.5 Receives rolled ball and returns it with direction and purpose.

Throwing

2.3.14.6 Throws a bean bag.

2.3.14.7 Throws a bean bag into large container.

2.3.14.8 Throws a bean bag at a target.

2.3.14.9 Throws a 3" ball, two hands, underhanded.

2.3.14.10 Throws a ball underhanded using one hand.

2.3.14.11 Throws a 9" ball underhanded with direction,

2.3.14.12 Throws a 9" ball underhanded into a large container.

2.3.14.13 Throws a ball underhanded at a particular target.

2.3.14.14 Throws large ball overhand using 2 hands.

2.3.14.15 Throws a ball overhand, using one hand.

2.3.14.16 Throws ball overhand, using one hand in a given direction.

2.3.14.17 Throws ball overhand to another person without adapting force to distance.

2.3.14.18 Throws a ball overhead into a container.

2.3.14.19 Throws a ball overhead at a particular target.

2.3.14.20 Throws a 9" ball with two hands from chest position.

2.3.14.21 Throws ball overhand to another person and can adjust for distance.

2.3.14.22 Throws ball to another person over a barrier.

2.3.14.23 Throws ball in a given direction while running or walking.

2.3.14.24 Throws tennis ball 25 feet.

2.3.14.25 Throws tennis ball 50 feet.

Catching

2.3.14.26 Traps ball between hands.

2.3.14.27 Holds hand cupped to receive ball being rolled.

2.3.14.28 Reaches hands out to get ball being rolled.

2.3.14.29 Catches ball being rolled.

2.3.14.30 Reaches to intercept ball being dropped.

2.3.14.31 Catches ball being dropped with arms and body.

2.3.14.32 Moves to cup hands under ball being dropped.

2.3.14.33 Cups hands under falling ball.

2.3.14.34 Catches falling ball with hands and body.

2.3.14.35 Catches falling ball with cupped hands.

2.3.14.36 Catches bouncing ball on upward bounce.

2.3.14.37 Brings cupped hands under ball tossed high.

2.3.14.38 Catches ball thrown high with hands and body.

2.3.14.39 Catches ball tossed high with upturned palms

2.3.14.40 Catches thrown ball with hands and body

2.3.14.41 Closes hands over ball bounced.

2.3.14.42 Moves toward bouncing ball and catches on upward bounce.

2.3.14.43 Estimates direction of bounced ball and gets hands into position.

2.3.14.44 Catches bouncing ball when having to move hands into position.

2.3.14.45 Catches ball from 5' with palms up.

2.3.14.46 Catches ball palms out.

Bat/Ball

2.3.14.47 Hits motionless ball on floor with bat or pole.

2.3.14.48 Hits motionless suspended ball with bat or pole.

2.3.14.49 Hits slowly rolling ball with bat.

2.3.14.50 Hits slowly swinging, suspended ball with bat.

2.3.14.51 Hits 9" ball thrown from 5 feet.

2.3.14.52 Hits tennis ball thrown from 5 feet.

2.3.14.53 Hits tennis ball thrown from distance greater than 5 feet.

2.3.14.54 Other: Please specify _____

2.3.15 EYE / LEG / FOOT COORDINATION

2.3.15.1 Approaches large ball when trying to kick it.

2.3.15.2 Kicks a stationary ball from standing position.

2.3.15.3 Walks up and kicks a stationary ball.

2.3.15.4 Kicks a stationary ball, using 2 step start.

2.3.15.5 Kicks ball that is being rolled to him.

2.3.15.6 Runs and kicks a rolled ball.

2.3.15.7 Other: Please specify _____

2.3.16 HOPPING AND SKIPPING

2.3.16.1 Stands on one foot and shifts the foot slightly while holding onto object.

2.3.16.2 Hops on one foot with assistance.

2.3.16.3 Hops on one foot once unassisted.

2.3.16.4 Hops on right foot for more than 2 hops.

2.3.16.5 Hops on left foot for more than 2 hops.

2.3.16.6 Hops on one foot for a set distance.

2.3.16.7 Step-hop-step in a pattern (forward).

2.3.16.8 Step-hop-steps backward.

2.3.16.9 Step-hop-steps sideways.

2.3.16.10 Step-hop-steps with rhythm.

2.3.16.11 Skips.

2.3.16.12 Skips with rhythm, maintaining balance and terminating with control.

2.3.16.13 Other: Please specify _____

2.3.17 GROSS BODY COORDINATION

2.3.17.1 Thrust arms in play while lying on back.

2.3.17.2 Thrusts legs in play while lying on back.

2.3.17.3 Rolls part way to side from supine position.

2.3.17.4 Reaches and stretches up while sitting.

2.3.17.5 Reaches and stretches arms out while sitting.

2.3.17.6 Stretches arms out in front of self while sitting.

2.3.17.7 Stretches arms sideways while sitting.

2.3.17.8 Goes from a sitting to a prone position.

2.3.17.9 Goes from stomach to sitting position.

2.3.17.10 Goes from back to sitting position.

2.3.17.11 Goes from a standing position to sitting.

2.3.17.12 Goes from a prone position to correct standing posture.

2.3.17.13 Reaches and stretches up while standing.

2.3.17.14 Reaches and stretches arms out while standing.

2.3.17.15 Stretches arms out in front of self while standing.

2.3.17.16 Stretches arms behind self while standing.

2.3.17.17 Stretches arms sideways while standing.

2.3.17.18 Reaches and stretches up, tip toes to make self tall.

2.3.17.19 Rolls from side to back.

2.3.17.20 Rolls from back to side.

2.3.17.21 Rolls self from stomach to back.

2.3.17.22 Rolls self from back to stomach.

2.3.17.23 Rolls over in either direction.

2.3.17.24 Completes a long roll.

2.3.17.25 Curls from sitting position to make self small in sitting position.

2.3.17.26 Bends or stoops to make self small.

2.3.17.27 Completes a forward roll aided.

2.3.17.28 Completes a forward roll unaided.

2.3.17.29 Completes a forward roll over a 6" high pillow.

2.3.17.30 Completes a back roll.

2.3.17.31 Completes 3 successive back rolls.

2.3.17.32 Completes a cartwheel from a standing position.

2.3.17.33 Completes a head stand within 30 seconds.

2.3.17.34 Completes a back bend.

2.3.17.35 Performs hand stand, retains stance for 5 seconds.

2.3.17.36 Carries 10 lbs. 50 feet.

2.3.17.37 Carries liquid in an open container 10 feet.

2.3.17.38 Carries 20 lbs. 50 feet (box of books).

2.3.17.39 Carries 6 foot ladder (balancing weight) 50 feet.

2.3.17.40 Carries 40 lbs. 50 ft. (garbage barrel).

2.3.17.41 Other: Please specify _____

2.3.18 JUMPING

2.3.18.1 Flexes knees in preparation for jumping.

2.3.18.2 Jumps in place on both feet.

2.3.18.3 Jumps forward with both feet.

2.3.18.4 Jumps backward with both feet.

2.3.18.5 Jumps sideways with both feet.

2.3.18.6 Jumps over rope 2 inches high.

2.3.18.7 Jumps from bottom stair feet together.

2.3.18.8 Jumps from second step from bottom, feet together.

2.3.18.9 Coordinates arm and leg movements for jumping.

2.3.18.10 Jumps distance 4" to 14" from standing position.

2.3.18.11 Jumps distance 14 - 24" from a standing position.

2.3.18.12 Jumps distance 24 - 34" from a standing position.

2.3.18.13 Jumps over rope 6" high, feet together from a standing position.

2.3.18.14 Jumps over rope 8" high, feet together from standing position.

2.3.18.15 Jumps over rope 15" high, feet together from standing position.

2.3.18.16 Jumps four feet distance, feet together from standing position.

2.3.18.17 Jumps over slow swinging rope 2 to 3" above ground.

2.3.18.18 Jumps over rope swinging in 180 degree arc.

2.3.18.19 Jumps over rope turned 360 degrees by others.

2.3.18.20 Jumps rope while he is turning rope in a 360 degree circle.

2.3.18.21 Other: Please specify_____.

2.3.19 RHYTHM / DANCING

2.3.19.1 Rings toy bell.

2.3.19.2 Beats drum.

2.3.19.3 Imitates simple rhythmic hand movements.

2.3.19.4 Imitates simple rhythmic feet movements.

2.3.19.5 Uses rhythm instruments (imitates adult).

2.3.19.6 Swings to music watching others.

2.3.19.7 Marches in time to repetitious beat.

2.3.19.8 Plays simple rhythmic patters (imitates adult).

2.3.19.9 Imitates simple actions to familiar songs.

2.3.19.10 Claps to beat of familiar songs.

2.3.19.11 Performs appropriate actions to familiar songs.

2.3.19.12 Plays rhythm instrument in simple pattern.

2.3.19.13 Improvises body movements to follow tempo (rhythm).

2.3.19.14 Plays rhythm instrument in varied rhythmic patterns.

2.3.19.15 Plays rhythm counter point on rhythm instrument.

2.3.19.16 Follows conductor's direction in group (soft, loud).

2.3.19.17 Plays accent beat of music on rhythm instrument.

2.3.19.18 Plays a few bars of music on melody instrument.

2.3.19.19 Walks forward and backwards in time to music.

2.3.19.20 Glides (step together) in time to music.

2.3.19.21 Steps -together-steps in time to music.

2.3.19.22 Stamps (rhythm) in time to music.

2.3.19.23 Steps-hops (hops) in time to music.

2.3.19.24 Skips hop-step, hop-step in time to music.

2.3.19.25 Polkas hop-step-together-step in time to music.

2.3.19.26 Performs simple dance steps (schottische or square dance).

2.3.19.27 Performs contemporary dance forms.

2.3.19.28 Participates in social dances (dances with partner).

2.3.19.29 Identifies mood conveyed by musical selection.

2.3.19.30 Dramatizes musical selection.

2.3.19.31 Other: Please specify_____.

2.3.20 SINGING

2.3.20.1 Recognizes melodies of familiar songs.

2.3.20.2 Sings familiar children's songs.

2.3.20.3 Sings in tune.

2.3.20.4 Sings in rhythm.

2.3.20.5 Sings with expression appropriate to song.

2.3.20.6 Sings part in round.

2.3.20.7 Sings melody.

2.3.20.8 Sings the rote syllables do-re-me-etc.

2.3.20.9 Identifies various types of music (folk, rock, classical).

2.3.20.10 Experiments with sounds made by striking various surfaces (wood, glass, etc.)

2.3.20.11 Listens to music as a leisure time activity.

2.3.20.12 Other: Please specify_____.

2.4 FINE MOTOR CONTROL:

2.4.1 GRASP

2.4.1.1 Drops rattle immediately when placed in hand.

2.4.1.2 Grasps handle of spoon, rattle, or like object but may quickly let go.

2.4.1.3 Holds hands together.

2.4.1.4 Clasps and unclasps hands in finger play.

2.4.1.5 Grasps rattle with one hand.

2.4.1.6 Grasps rattle or bottle with both hands.

2.4.1.7 Minipulates fingers.

2.4.1.8 Squeezes and releases (squeeky toy).

2.4.1.9 Uses a palmar grasp (object between palm of hand and fingers).

2.4.1.10 Uses ulnar palmar grasp (object extending from ulnar side of hand in vertical position, i.e. dagger).

2.4.1.11 Uses radial palmar grasp (object extends from radial side of hand, i.e. shovel).

2.4.1.12 Reaches, grasps, holds, and voluntarily releases.

2.4.1.13 Transfers objects from one hand to other.

2.4.1.14 Uses a pincer grasp (thumb to pad of index finder, i.e. picking up a small bead).

2.4.1.15 Uses complete thumb opposition in grasping an object.

2.4.1.16 Grasps flat or thin objects; thumb and fingers (checker).

2.4.1.17 Squeezes water from sponge.

2.4.1.18 Squeezes tubes (toothpaste).

2.4.1.19 Pulls toy train toward self.

2.4.1.20 Pushes small toys.

2,4,1,21 Holds peg or pencil in scissor grasp.

2.4.1.22 Picks up and holds smaller object with pincer grasp.

2.4.1.23 Other: Please specify_____.

2.4.2 PLACEMENT AND RELEASE COORDINATION

2.4.2.1 Puts a block in a container and releases it.

2.4.2.2 Pulls pegs out of pegboard.

2.4.2.3 Removes objects from container.

2.4.2.4 Places bean in a cup.

2.4.2.5 Places all cubes in a container.

2.4.2.6 Places 16 cubes in box in 125 seconds.

2.4.2.7 Places 16 cubes in box in 100 seconds.

2.4.2.8 Puts pegs in board.

2.4.2.9 Places round peg in round hole.

2.4.2.10 Places marbles in marble board (minimum 10).

2.4.2.11 Places 6 round pegs in holes in 30 seconds.

2.4.2.12 Places 6 square pegs in holes in 45 seconds.

2.4.2.13 Puts 6 round pegs in peg board in 25 seconds.

2.4.2.14 Puts 6 square pegs in holes in 41 seconds.

2.4.2.15 Places 6 square pegs in holes on peg board in 27 seconds.

2.4.2.16 Places 6 round pegs in round holes in 20 seconds.

2.4.2.17 Places circle in rotated form board.

2.4.2.18 Places 2 round and 2 square blocks on form board.

2.4.2.19 Places square in three hole form board (square, circle, triangle).

2.4.2.20 Places 3 shapes correctly on form board (triangle, square, and circle).

2.4.2.21 Places 6 shapes correctly on form board (circle, square, triangle).

2.4.2.22 Places 3 blocks (square, triangle, circle) on rotated form board.

2.4.2.23 Puts 6 (round and square blocks) in form board in 90 seconds.

2.4.2.24 Places 6 round and square blocks in form board in 60 seconds.

2.4.2.25 Places pegs in a line.

2.4.2.26 Other: Please specify __ _____.

2.4.3 EYE / HAND / FINGER COORDINATION

2.4.3.1 Reaches for dangling ring.

2.4.3.2 Picks up small objects (cube).

2.4.3.3 Reaches for cube.

2.4.3.4 Picks up cube.

2.4.3.5 Reaches for second cube.

2.4.3.6 Pulls down suspended ring.

2.4.3.7 Reaches with two hands to approach rattle bell.

2.4.3.8 Grasps with near hand for rattle or ring.

2.4.3.9 Fingers holes in peg board.

2.4.3.10 Uses index finger to poke.

39

2.4.3.11 Puts finger in small hole.

2.4.3.12 Presses button (doorbell).

2.4.3.13 Dials play telephone.

2.4.3.14 Other: Please specify_____

2.4.4 MANIPULATION OF BLOCKS

2.4.4.1 Carries blocks around the room, dumps them in mass.

2.4.4.2 Takes blocks out of bag and puts them back in.

2.4.4.3 Builds tower of 3 cubes with all sizes.

2.4.4.4 Imitates building a tower of 4 or more blocks.

2.4.4.5 Builds tower of 5 blocks.

2.4.4.6 Lines blocks to form train.

2.4.4.7 Builds tower of 6 cubes.

2.4.4.8 Builds tower of 7 cubes.

2.4.4.9 Imitates bridge of 3 blocks.

2.4.4.10 Imitates 3-cube pyramid in 17 seconds.

2.4.4.11 Builds tower of 9 cubes.

2.4.4.12 Builds tower of 10 or more cubes.

2.4.4.13 Builds 6 cubed pyramid after demonstration.

2.4.4.14 Builds a horizontal "wall" in a straight line.

2.4.4.15 Builds a horizontal "wall" in a line that changes direction.

2.4.4.16 Builds a block structure with some pre-planning and names the finished product.

2.4.4.17 Builds structure with interlocking blocks.

40

2.4.4.18 Other: Please specify_____.

2.4.5 MANIPULATION OF BEADS

2.4.5.1 Puts large wooden beads through hole into box or can.

2.4.5.2 Fits large plastic rings on upright stand.

2.4.5.3 Puts large 1-½ inch beads on large flexible plastic cord.

2.4.5.4 Threads 3/4 inch beads, various shapes, on string.

2.4.5.5 Strings small ½ inch round plastic beads on string.

2.4.5.6 Imitates bead pattern, 2 geometric shapes.

2.4.5.7 Imitates bead pattern, 2 geometric shapes, 2 bead pattern.

2.4.5.8 Imitates bead pattern, 2 geometric shapes, 4 bead pattern.

2.4.5.9 Imitates bead pattern, 2 geometric shapes, 6 bead pattern.

2.4.5.10 Imitates bead pattern, 2 geometric shapes, 8 bead pattern.

2.4.5.11 Imitates bead pattern, 3 geometric shapes, 2 bead pattern.

2.4.5.12 Imitates bead pattern, 3 geometric shapes, 4 bead pattern.

2.4.5.13 Imitates bead pattern, 3 geometric shapes, 6 bead pattern.

2.4.5.14 Imitates bead pattern, 3 geometric shapes, 8 bead pattern.

2.4.5.15 Imitates numerous geometric shapes in a given pattern.

2.4.5.16 Other: Please specify_____.

2.4.6 HAND TURNING MOTION

2.4.6.1 Fills and empties containers (dumps contents).

2.4.6.2 Rotates wrist (using a doorknob).

2.4.6.3 Pronates wrist (bouncing a ball).

2.4.6.4 Turn pages of book, 2 or 3 at a time.

2.4.6.5 Turns knobs or dials.

2.4.6.6 Turns doorknob to open door.

2.4.6.7 Turns page singly.

2.4.6.8 Turns lamp switch off and on.

2.4.6.9 Cuts dough or clay with round cookie cutter.

2.4.6.10 Winds up toy.

2.4.6.11 Winds up a spring toy and releases it.

2.4.6.12 Opens lock with key.

2.4.6.13 Replaces light bulb.

2.4.6.14 Other: Please specify_____

2.4.7 MANIPULATION OF OBJECTS

2.4.7.1 Grasps and manipulates ball of clay or playdough.

2.4.7.2 Imitates pound, squeeze, and pull clay.

2.4.7.3 Holds object with one hand, manipulates with other.

2.4.7.4 Unwraps loosely wrapped objects.

2.4.7.5 Closes oblong box.

2.4.7.6 Rolls clay into ball and then flattens with palm.

2.4.7.7 Imitates folding paper.

2.4.7.8 Folds paper (paper retains crease).

2.4.7.9 Opens jars.

2.4.7.10 Closes jars.

2.4.7.11 Turns handle of music box.

2.4.7.12 Makes snakes by rolling clay on table.

2.4.7.13 Makes simple shapes from clay.

2.4.7.14 Copies basic shapes with clay.

2.4.7.15 Puts paper clops on paper.

2.4.7.16 Folds paper diagonally (paper retains crease).

2.4.7.17 Sharpens pencil using pencil sharpener.

2.4.7.18 Inserts paper in ring binder.

2.4.7.19 Folds and creases paper twice.

2.4.7.20 Folds and creases paper five times.

2.4.7.21 Folds a letter for placement in an envelope.

2.4.7.22 Folds paper in half.

2.4.7.23 Folds paper in fourths.

2.4.7.24 Folds paper in eights.

2.4.7.25 Picks up small objects with tweezers.

2.4.7.26 Opens and closes safety pin.

2.4.7.27 Other: Please specify_____.

2.4.8 PENCIL / PAPER

2.4.8.1 Attempts to imitate scribble.

2.4.8.2 Makes duccessful marks with pencil/crayon.

2.4.8.3 Scribbles, but marks may go off the edge (large paper).

2.4.8.4 Scribbles confined to page.

2.4.8.5 Performs push-pull strokes.

2.4.8.6 Grasps pencil in the appropriate manner.

2.4.8.7 Begins to show hand preference.

2.4.8.8 Scribbles when given pencil and paper, using preferred hand.

2.4.8.9 Imitates vertical line (within 30 degrees).

2.4.8.10 Differentiates scribble from stroke.

2.4.8.11 Makes circular movements, progressing from large to small.

2.4.8.12 Develops handedness (right - left).

2.4.8.13 Traces a horizontal line with finger using tactile discrimination.

2.4.8.14 Traces over a drawn horizontal vertical line with a marker.

2.4.8.15 Completes the stippled horizontal line.

2.4.8.16 Draws the horizontal line when an "X" marks beginning and ending.

2.4.8.17 Completes the horizontal line when part is drawn.

2.4.8.18 Imitates the drawing of a horizontal line.

2.4.8.19 Copies the drawing of a horizontal line.

2.4.8.20 Draws a horizontal line spontaneously.

2.4.8.21 Traces vertical line with finger using tactile differentiation.

2.4.8.22 Traces over a drawn vertical line with a marker.

2.4.8.23 Completes the stippled vertical line.

2.4.8.24 Draws the vertical line when an "X" marks its beginning and ending.

2.4.8.25 Completes the vertical line when part is drawn.

2.4.8.26 Imitates the drawing of a vertical line.

2.4.8.27 Copies the drawing of a vertical line.

2.4.8.28 Draws a vertical line spontaneously.

2.4.8.29 Traces a circle using tactile differentiation.

2.4.8.30 Traces around a template of a circle.

2.4.8.31 Completes a stippled drawing of a circle.

2.4.8.32 Draws a circle with a mark to indicate its origin.

2.4.8.33 Completes a circle when part is drawn.

2.4.8.34 Imitates the drawing of the circle.

2.4.8.35 Copies a circle.

2.4.8.36 Draws a circle by starting at the one o'clock position and proceeding counter - clockwise.

2.4.8.37 Draws a circle spontaneously.

2.4.8.38 Makes a series of circles.

2.4.8.39 Confines a circle to a limited area.

2.4.8.40 Copies right to left oblique line.

2.4.8.41 Copies left to right oblique line.

2.4.8.42 Draws person with 2 parts, includes head ( ).

2.4.8.43 Draws person with 3 parts ( ).

2.4.8.44 Draws person with 6 parts ( ).

2.4.8.45 Trace a cross using tactile differentiation.

2.4.8.46 Traces around a template of a cross.

2.4.8.47 Completes a stippled drawing of a cross.

2.4.8.48 Draws a cross with a mark to indicate the beginning and ending of both the horizontal and vertical lines.

2.4.8.49 Completes the cross when the horizontal line is drawn.

2.4.8.50 Completes the cross when the vertical line is drawn.

2.4.8.51 Imitates the drawing of a cross.

2.4.8.52 Copies the drawing of a cross.

2.4.8.53 Draws a cross independently.

2.4.8.54 Draws a series of crosses.

2.4.8.55 Copies oblique cross (X).

2.4.8.56 Traces the square using tactile differentiation.

2.4.8.57 Traces around a template of a square.

2.4.8.58 Traces over a drawing of a square with a marker.

2.4.8.59 Completes a stippled drawing of a square.

2.4.8.60 Draws a square with marks indicating the four corners of the square.

2.4.8.61 Completes the square when part is drawn.

2.4.8.62 Imitates the drawing of a square.

2.4.8.63 Copies the drawing of a square.

2.4.8.64 Draws a square independently.

2.4.8.65 Draws a series of squares.

2.4.8.66 Traces the triangle using tactile differentiation.

2.4.8.67 Traces around a template of a triangle.

2.4.8.68 Traces over a drawing of a triangle with a marker.

2.4.8.69 Completes a stippled drawing of a triangle.

2.4.8.70 Draws a triangle with marks indicating the three points of the triangle.

2.4.8.71 Completes a drawing of a triangle when part is given.

2.4.8.72 Imitates the drawing of a triangle.

2.4.8.73 Copies the drawing of a triangle.

2.4.8.74 Draws a triangle independently.

2.4.8.75 Draws a series of triangles.

2.4.8.76 Traces the rectangle using tactile differentiation.

2.4.8.77 Traces around a template of a rectangle.

2.4.8.78 Traces over a drawing of a rectangle with a marker.

2.4.8.79 Completes a stippled drawing of a rectangle.

2.4.8.80 Draws a rectangle with marks indicating the four corners of the rectangle.

2.4.8.81 Completes a drawing of a rectangle when part is given.

2.4.8.82 Imitates the drawing of a rectangle.

2.4.8.83 Copies the drawing of rectangle.

2.4.8.84 Draws a rectangle independently.

2.4.8.85 Draws a series of rectangles.

2.4.8.86 Traces the diamond using tactile differentiation.

2.4.8.87 Traces around a template of a diamond.

2.4.8.88 Traces over a drawing of a diamond with a marker.

2.4.8.89 Completes a stippled drawing of a diamond.

2.4.8.90 Draws a diamond with marks indicating the four points of the diamond.

2.4.8.91 Completes a drawing of a diamond when part is given.

2.4.8.92 Imitates the drawing of a diamond.

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2.4.8.93 Copies the drawing of a diamond.

2.4.8.94 Draws a diamond independently.

2.4.8.95 Other: Please specify_____.

2.4.9 CUTTING

2.4.9.1 Grasps scissors appropriately for cutting.

2.4.9.2 Opens and closes blades on scissors.

2.4.9.3 Opens and shuts tongs or forceps.

2.4.9.4 Picks up small ball of cotton with tongs.

2.4.9.5 Picks up other small objects.

2.4.9.6 Holds scissors in one hand, cuts with imitation of open-shut movement with teacher holding paper.

2.4.9.7 Practices random fringing on edge of paper with teacher holding paper.

2.4.9.8 Holds scissors in one hand, moves thumb and fingers to make short snips in paper.

2.4.9.9 Demonstrates holding scissors perpendicular to the surface rather than at an angle.

2.4.9.10 Cuts between heavy lines far apart on a narrow strip of paper held by the teacher.

2.4.9.11 Cuts between heavy lines close together on a narrow strip of paper held by the teacher.

2.4.9.12 Cuts between light lines close together on a narrow strip of paper held by the teacher.

2.4.9.13 Keeps scissors going to cut strip from piece of paper.

2.4.9.14 Cuts between heavy lines far apart on a narrow strip of paper.

2.4.9.15 Cuts between heavy lines close together on a narrow strip of paper.

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2.4.9.16 Cuts between light lines close together on a narrow strip of paper.

2.4.9.17 Cuts a curved line on paper following a drawn line.

2.4.9.18 Cuts out a drawn square.

2.4.9.19 Cuts out a drawn triangle.

2.4.9.20 Cuts out a drawn rectangle.

2.4.9.21 Cuts out a drawn diamond.

2.4.9.22 Cuts out a drawn star.

2.4.9.23 Cuts a strip with lines drawn only half way across the width.

2.4.9.24 Cuts out large pictures of familiar objects.

2.4.9.25 Cuts out progressively smaller geometric shapes.

2.4.9.26 Cuts out progressively smaller pictures of familiar objects with smooth outlines.

2.4.9.27 Cuts out more intricate pictures of familiar objects with curves and irregular outlines.

2.4.9.28 Cuts string and thread.

2.4.9.29 Cuts cloth.

2.4.9.30 Other: Please specify_____.

2.4.10 PASTING

2.4.10.1 Smoothes down pasted paper teacher has applied to second sheet.

2.4.10.2 Speads paste on scrap of paper unevenly (teacher helps turn over and place on sheet of paper).

2.4.10.3 Speads paste evenly on one side of paper only.

2.4.10.4 Spreads paste, evenly turns over and puts on paper without teacher assistance.

2.4.10.5 Speads paste, turns over and places in correct position without teacher assistance.

2.4.10.6 Pastes materials to make a free form collage.

2.4,10.7 Pastes colored cotouts to outline (paste apple picture to apple outline).

2.4.10.8 Other: Please specify_____.

2.4.11 FINGER PAINTING

2.4.11.1 Puts hands in finger paint.

2.4.11.2 Spreads finger around on paper.

2.4.11.3 Enjoys finger painting for manipulation with little feeling for form.

2.4.11.4 Makes different designs.

2.4.11.5 Makes a picture.

2.4.11.6 Other: Please specify_____.

2.4.12 BRUSH PAINTING

2.4.12.1 Uses whole arm movement in painting.

2.4.12.2 Shifts brush from one hand to another in painting.

2.4.12.3 Makes few painting strokes on a page.

2.4.12.4 "Scrubs" paper with little regard for color when painting.

2.4.12.5 Shows interest in painting process, not product.

2.4.12.6 Paints good form at beginning but generally quick to deteriorate.

2.4.12.7 Goes out of bounds, painting on easel, floor, own hands and other children.

2.4.12.8 Paints many pages with little variety.

2.4.12.9 Paints strokes, dots, and circular shapes on easel.

2.4.12.10 Paints using a variety of colors.

2.4.12.11 Divides pictures into different areas (ground/sky).

2.4.12.12 Scales objects in drawings (house, larger than man).

2.4.12.13 Other: Please specify_____.

2.4.13 PUZZLES

2.4.13.1 Takes pieces out and tries to replace in an inset form board type puzzle.

2.4.13.2 Manipulates a 2 piece puzzle when the pieces are identical.

2.4.13.3 Manipulates a puzzle with 2 independent extremely different pieces.

2.4.13.4 Works a puzzle with three or more independent pieces.

2.4.13.5 Works a puzzle with two or more pieces that fit in the same open area with one piece removed.

2.4.13.6 Works a puzzle with 2 or more pieces that fit in the same open area with more than one piece removed.

2.4.13.7 Works a puzzle with 2 or more pieces that fit in the same open area with all pieces removed.

2.4.13.8 Works a puzzle with 2 or more pieces that fit in the same open area with each piece being an identifiable part of a whole (arm, leg, etc.).

2.4.13.9 Works a puzzle with 2 or more pieces that fit in the same open area with the object being in puzzle segments; not being identifiable parts.

2.4.13.10 Works a puzzle with 2 or more pieces that fit in the same open area with the background drawn.

2.4.13.11 Works a puzzle with 2 or more pieces that fit in the same open area with the outline of the pieces drawn.

2.4.13.12 Works a puzzle with two or more pieces that fit in the same open area with an empty background.

2.4.13.13 Places various form in a formboard.

2.4.13.14 Works seven or eight piece puzzle.

2.4.13.15 Works simple insert puzzles from thirteen to fifteen pieces.

2.4.13.16 Works non-insert cardboard puzzles.

2.4.13.17 Other: Please specify_____.

2.5 SENSORY:

2.5.1 TACTUAL DISCRIMINATION

Awareness

2.5.1.1 Realizes that there are differences in surface textures.

2.5.1.2 Realizes the likeness in surface texture.

2.5.1.3 Identifies (awareness) of differences - hard, soft, smooth, rough, wet, dry.

2.5.1.4 Identifies animal textures, (whiskers, tail).

2.5.1.5 Identifies (awareness) differences of wet materials.

2.5.1.6 Identifies (awareness) differences of dry elements.

2.5.1.7 Identifies differences in clothing textures.

2.5.1.8 Identifies different food textures.

2.5.1.9 Identifies different geometric shapes.

2.5.1.10 Identifies different symbols (wooden numbers, and letters-sandpaper symbols).

Matching

2.5.1.11 Matches tactually by shape.

2.5.1.12 Matches tactually by size.

2.5.1.13 Matches tactually by texture.

2.5.1.14 Matches tactually by temperature.

2.5.1.15 Matches tactually by weight.

2.5.1.16 Matches tactually by hardness and softness.

2.5.1.17 Matches tactually by wetness and dryness.

2.5.1.18 Matches tactually by sharp and dull.

2.5.1.19 Separates objects tactually according to shape.

2.5.1.20 Separates objects tactually according to size.

2.5.1.21 Separates objects tactually according to texture.

2.5.1.22 Separates objects tactually according to temperature.

2.5.1.23 Separates objects tactually according to weight.

2.5.1.24 Separates objects tactually according to hardness and softness.

2.5.1.25 Separates objects tactually according to wetness and dryness.

2.5.1.26 Separates objects tactually according to sharp and dull.

Names / Lables

2.5.1.27 Names objects according to tactual characteristics.

2.5.1.28 Names specific 3 dimensional shapes according to tactual characteristics.

2.5.1.29 Recognizes raised line drawings.

2.5.1.30 Discriminates among the various tactual symbols of a raised line map.

2.5.1.31 Other: Please specify_____.

2.5.2 KINESTHETIC PRECEPTION

2.5.2.1 Identifies various surfaces with vision blocked by walking a given surface (tile, carpet, cement, gravel, grass).

2.5.2.2 Identifies terrain by walks with vision blocked (smooth, bumpy, rough, level).

2.5.2.3 Identifies size, shapes, weights of objects by holding with vision blocked.

2.5.2.4 Moves hand to where it was previously placed with vision blocked.

2.5.2.5 Walks to a given location then returns to initial location.

2.5.2.6 Identifies basic geometric forms traced with assistance.

2.5.2.7 Traces basic geometric form in space without assistance.

2.5.2.8 Identifies basic geometric forms walked under guidance of another.

2.5.2.9 Walks basic geometric forms unassisted.

2.5.2.10 Draws basic forms accurately on paper with vision blocked.

2.5.2.11 Other: Please specify_____.

2.5.3 LATERALITY / DIRECTIONALITY

2.5.3.1 Identifies in front of, in back of, in relation to self.

2.5.3.2 Identifies in front of, in back of, in relation to objects.

2.5.3.3 Identifies/place objects related to up-down, top-bottom etc.

2.5.3.4 Understands positioning or level of body parts i.e. where hand is when arm stretched straight out, down, at angle at side.

2.5.3.5 Identifies sound sources at front, back, side, above, and below.

2.5.3.6 Moves to front, back side on request.

2.5.3.7 Identifies right and left arms, hands, side, of body.

2.5.3.8 Identifies right and left on self and objects facing same direction.

2.5.3.9 Identifies right and left of objects facing in direction and opposite of self (mirror image).

2.5.3.10 Places objects to right and left side on request.

2.5.3.11 Moves to the right or left on request.

2.3.5.12 Other: Please specify _____.

2.5.4 SPATIAL RELATIONSHIPS

2.5.4.1 Points to appropriate picture or locale object is in, in response to question "Which one is?" (Ex-under, over, in front of, in back of).

2.5.4.2 Moves body to appropriate position in response to direction related to concept of (Ex-under, over, in front of, in back of).

2.5.4.3 Communicates words describing spatial relationships of objects to self and others. (Ex-under, over, in front of, in back of).

2.5.4.4 Estimates distances of objects or persons from self or objects relative to inches, feet, yards.

2.5.4.5 Other: Please specify_____.

2.5.5 VISUAL

Visual Discrimination

2.5.5.1 Recognizes mother visually.

2.5.5.2 Reaches for familiar persons.

2.5.5.3 Differentiates strangers from family.

2.5.5.4 Drops cutout shape through its appropriate hole when only one choice is given.

2.5.5.5 Matches circles/squares/triangles to identical design.

2.5.5.6 Matches one element pictures (dog to dog).

2.5.5.7 Matches colors (red to red, yellow to yellow).

2.5.5.8 Matches 2 or 3 primary colors.

2.5.5.9 Matches 3 forms of same color on shape board.

2.5.5.10 Places blocks in stack according to size.

2.5.5.11 Locates two colors.

2.5.5.12 Drops cut out shape through its appropriate hole when several choices are given.

2.5.5.13 Finds pictures of like animals.

2.5.5.14 Sorts 10 black and 10 white buttons correctly.

2.5.5.15 Points to smaller of two squares.

2.5.5.16 Tells which of two balls is larger.

2.5.5.17 Tells which of 2 sticks is longer.

2.5.5.18 Points to square objects on request.

2.5.5.19 Tells pictorial likenesses and differences on 3 to 6 pictures.

2.5.5.20 Locates 4 different colors.

2.5.5.21 Places objects in row by size.

2.5.5.22 Matches geometric shapes to identical design.

2.5.5.23 Tells similarities or differences in 9 of 12 pictures.

2.5.5.24 Names 4 primary colors.

2.5.5.25 Locates 13 basic colors.

2.5.5.26 Discriminates shades of one color.

2.5.5.27 Discriminates tones of one color.

Visual Attention

2.5.5.28 Regards person momentarily.

2.5.5.29 Regards red ring, rattle, cube, etc. momentarily.

2.5.5.30 Maintains visual contact of red ring, past midline.

2.5.5.31 Inspects surroundings visually.

2.5.5.32 Glances from one object to another.

2.5.5.33 Follows object through all planes.

2.5.5.34 Makes prompt regard of midline ring.

2.5.5.35 Glances at rattle in hand.

2.5.5.36 Regards still objects within 6-10 inches but seldom fixates continously.

2.5.5.37 Inspects fingers.

2.5.5.38 Inspects own hands.

2.5.5.39 Regards rattle in hand.

2.5.5.40 Fingers mirror image.

2.5.5.41 Makes sustained inspection of red ring.

2.5.5.42 Looks at pictures in book.

2.5.5.43 Watches moving objects with prolonged interest.

Visual Tracking

2.5.5.44 Coordinates eyes horizontally on a red ring.

2.5.5.45 Coordinates eyes vertically on a light.

2.5.5.46 Coordinates eyes vertically on a red ring.

2.5.5.47 Turns eyes and head towards light.

2.5.5.48 Demonstrates circular eye coordination to a red ring (rattle for 10 seconds).

2.5.5.49 Demonstrates circular eye coordination to a light.

2.5.5.50 Follows pencil flashlamp briefly with eyes at one foot.

2.5.5.51 Follows moving person with eyes.

2.5.5.52 Converges eyes as dangling toy is moved towards face, (defensive blink present).

2.5.5.53 Turns eyes to red ring past midline.

2.5.5.54 Follows ball visually across table.

2.5.5.55 Follows dangling ring with head.

2.5.5.56 Watches movement of own hands.

2.5.5.57 Watches small rolling bails at 10 feet.

2.5.5.58 Follows left to right frames of picture story (comic strip).

Visual Sequencing

2.5.5.59 Strings beads of alternating colors after viewing a pattern.

2.5.5.60 Strings beads of varing sizes after viewing a pattern.

2.5.5.61 Strings beads of different shapes after viewing a pattern.

2.5.5.62 Strings beads of different textures after viewing a pattern.

2.5.5.63 Duplicates figures constructed with blocks.

2.5.5.64 Copies parquetry block designs.

2.5.5.65 Other: Please specify_____.

2.5.6 AUDITORY

Auditory Awareness

2.5.6.1 Demonstrates reflex action to non-vocal sound.

2.5.6.2 Demonstrates reflex action to non-verbal vocalization.

2.5.6.3 Demonstrates reflex action to vocalization by others.

2.5.6.4 Demonstrates orientation response to non-vocal sound.

2.5.6.5 Demonstrates orientation response to non-verbal vocalization.

2.5.6.6 Demonstrates orientation response to vocalization by others.

2.5.6.7 Attends to location of non-vocal source.

2.5.6.8 Attends to location of non-verbal vocalization.

2.5.6.9 Attends to location of vocalization by others.

2.5.6.10 Responds overtly to initiation of non-vocal sound.

2.5.6.11 Responds overtly to initiation of non-verbal vocalization.

2.5.6.12 Responds overtly to initiation of vocalization by others.

2.5.6.13 Responds overtly to cessation of non-vocal sounds.

2.5.6.14 Responds overtly to cessation of non-verbal vocalization.

2.5.6.15 Responds overtly to cessation of vocalization by others.

2.5.6.16 Maintains attention to non-vocal sound souce for sustained period.

2.5.6.17 Maintains attention to non-verbal vocalization for sustained period.

2.5.6.18 Maintains attention to vocalization for sustained period.

Auditory Discrimination

2.5.6.19 Discriminates non-vocal sounds which are highly dissimilar (enviromental sounds, musical instruments, and toys).

2.5.6.20 Discriminates non-verbal vocalization sounds which are highly dissimilar (ba-ba-ba, oo-oo-oo).

2.5.6.21 Discriminates verbalization sounds which are highly dissimilar (Mama/dog, where's mama/you are a good boy).

2.5.6.22 Discriminates non-verbal vocal sounds which are similar (similar enviromental sounds, inflections in music, high low pitch sounds).

2.5.6.23 Discriminates non-verbal vocal sounds which are similar (consonant sounds, vowel sounds).

2.5.6.24 Discriminates verbalization sounds which are similar (speech, non speech, words with different phonemes).

Auditory Identification

2.5.6.25 Identifies loud or highly distinctive enviromental sounds.

2.5.6.26 Identifies soft or subtle enviromental sounds.

2.5.6.27 Identifies root of words when word is given orally.

2.5.6.28 Identifies number of syllables in orally presented word.

2.5.6.29 Identifies accented syllables in orally presented words.

2.5.6.30 Identifies rhyming words when presented orally.

2.5.6.31 Discriminates between speech sounds when presented orally and in isolation.

2.5.6.32 Discriminates between speech sounds when presented orally and in syllables.

2.5.6.33 Discriminates between speech sounds when presented orally and in words.

Isolated

b

c(s)

c(k)

d

f

g(g)

g(j)

h

j

l

m

n

p

a

r

s

t

w

x

y

k

z

v

Syllables

b

c(s)

c(k)

d

f

g(g)

g(j)

h

j

l

m

n

p

a

r

s

t

w

x

y

k

z

v

Words

b

c(s)

c(k)

d

f

g(g)

g(j)

h

j

l

m

n

p

a

r

s

t

w

x

y

k

z

v

2.5.6.34 Selects an auditory stimulus (figure) from among other auditory stimuli (ground)

2.5.6.35 Repeats one digit after teacher.

2.5.6.36 Repeats two syllable word or phrases (ba-by; big-boy).

2.5.6.37 Repeats 2 of 4 words.

2.5.6.38 Repeats 4 of 4 words.

2.5.6.39 Repeats 2 digits (1 of 3 sets of numbers).

2.5.6.40 Repeats 3-4 syllable sentence.

2.5.6.41 Repeats five-syllable phrase/sentence.

2.5.6.42 Repeats three digits in series.

2.5.6.43 Says at least 1 nursery rhyme.

2.5.6.44 Recites from memory a poem or song.

2.5.6.45 Delivers a one-item verbal message.

2.5.6.46 Repeats six-seven syllable phrase/sentence.

2.5.6.47 Repeats a six word sentence.

2.5.6.48 Repeats twelve-thirteen syllable sentence.

2.5.6.49 Repeats 1 of 2 sentences correctly.

2.5.6.50 Follows 3 verbal commands in proper order.

2.5.6.51 Repeats 4 digits (1 of 3 trials).

2.5.6.52 Delivers a two-item verbal message.

2.5.6.53 Performs four verbal successive commands.

2.5.6.54 Delivers a three-item verbal message.

2.5.6.55 Tells story recently told by adult.

2.5.6.56 Names agent of 6 to 20 actions (What cuts? Knife).

2.5.6.57 Responds correctly to "A hat goes on your head. Shoes go on your_____." (feet, foot).

2.5.6.58 Recalls word when given definition orally.

2.5.6.59 Names agent (producer) of 15 of 20 actions (what skates?).

2.5.6.60 Other: Please specify_____.

2.6 SELF HELP SKILLS

2.6.1 TOILET TRAINING

2.6.1.1 Shows discomfort or awareness when accident occurs.

2.6.1.2 Begins to show regular patterns in bladder and bowel elimination.

2.6.1.3 Remains dry for 1-2 hours.

2.6.1.4 Sits on toilet if supervised for short periods.

2.6.1.5 Indicates when he has wet pants.

2.6.1.6 Urinates when placed on toilet at specified intervals.

2.6.1.7 Maintains bladder control when awake.

2.6.1.8 Verbalizes toilet needs in reasonable time.

2.6.1.9 Has infrequent accidents with bowel movements.

2.6.1.10 Pulls down pants at toilet but seldom able to replace.

2.6.1.11 Controls bowel movements.

2.6.1.12 Controls bladder during the day.

2.6.1.13 Remains dry through the night when awakened.

2.6.1.14 Indicates when he has to go to the bathroom.

2.6.1.15 Remains dry through the night.

2.6.1.16 Uses toilet tissue properly after going to the toilet.

2.6.1.17 Flushes toilet after each use.

2.6.1.18 Adjusts clothing after using the toilet.

2.6.1.19 Washes hands after going to the toilet.

2.6.1.20 Goes to the bathroom without assistance or supervision.

2.6.1.21 Other: Please specify_____.

2.6.2 DRINKING

2.6.2.1 Holds own bottle.

2.6.2.2 Drinks from a cup or glass with assistance.

2.6.2.3 Helps tip glass to drink when held by adult.

2.6.2.4 Holds glass to drink when adult places in hand.

2.6.2.5 Lifts, tips to mouth and replaces glass on table.

2.6.2.6 Drinks from small glass held in one hand.

2.6.2.7 Holds cup by handle when drinking.

2.6.2.8 Drinks with a straw.

2.6.2.9 Refills glass when the container holds less than the glass.

2.6.2.10 Refills glass when the container holds more than the glass.

2.6.2.11 Refills a glass from a 2 qt. container with handle.

2.6.2.12 Other: Please specify_____.

2.6.3 EATING

2.6.3.1 Demonstrates sucking reflex.

2.6.3.2 Swallows pureed foods.

2.6.3.3 Coordinates sucking, swallowing, and breathing.

2.6.3.4 Swallows soft foods.

2.6.3.5 Eats soft foods from spoon held by adult.

2.6.3.6 Feeds self finger foods handed to him.

2.6.3.7 Feeds self finger foods from plate.

2.6.3.8	Finger-feeds self small bites of food from plate.
2.6.3.9	Distinguishes inedible from edible (wrapping, peel).
2.6.3.10	Eats only edible foods (avoiding eating wrappers or peels).
2.6.3.11	Feeds self for at least first half of meal.
2.6.3.12	Eats from own plate only.
2.6.3.13	Discards food retrieved from ground when reminded.
2.6.3.14	Discards food retrieved from ground.
2.6.3.15	Tries new food willingly.
2.6.3.16	Washes raw fruit/vegetables before eating or serving.
2.6.3.17	Handles or eats variety or novel foods correctly (artichokes).
2.6.3.18	Other: Please specify_____.
2.6.4	USE OF UTENSILS
2.6.4.1	Holds spoon in fist.
2.6.4.2	Eats with spoon held in fist (some spilling).
2.6.4.3	Distinquishes finger foods and spoon foods.
2.6.4.4	Holds spoon in fingers rather than fist for solid foods.
2.6.4.5	Holds spoon in fingers to eat liquid food (few spills).
2.6.4.6	Eats with fork held in fist.
2.6.4.7	Eats with fork held in fingers rather than fist.
2.6.4.8	Chooses fork over spoon when appropriate.
2.6.4.9	Uses fork to cut food on plate to bite size.
2.6.4.10	Attempts to spread with knife.
2.6.4.11	Uses knife for spreading.
2.6.4.12	Uses knife to cut soft food.
2.6.4.13	Uses fork in conjunction with knife to cut meat.
2.6.4.14	Uses tongs, spatula, fork to serve food (not hands).
2.6.4.15	Selects clean utensils for eating.
2.6.4.16	Replaces fallen utensils with clean utensils.
2.6.4.17	Other: Please specify_____.
2.6.5	TABLE MANNERS
2.6.5.1	Remains seated during meal.
2.6.5.2	Requests help with service.
2.6.5.3	Refrains from playing with utensils and food.
2.6.5.4	Selects correct utensil for eating from informal place setting.
2.6.5.5	Chews/swallows quietly with mouth closed.
2.6.5.6	Chews/swallows to empty mouth before speaking.
2.6.5.7	Places napkin on lap before eating.
2.6.5.8	Keeps napkin on lap during meal.
2.6.5.9	Uses serving utensils provided appropriately.
2.6.5.10	Maintains good posture at table.
2.6.5.11	Takes small amounts of food onto utensil into mouth.
2.6.5.12	Eats at reasonable pace.
2.6.5.13	Excuses self from table if necessary.

2.6.5.14 Maintains a neat place (food/utensils on plate).
2.6.5.15 Serves self or declines offered serving bowl.
2.6.5.16 Requests pass of serving dishes/condiments.
2.6.5.17 Keeps one hand in lap when not in use.
2.6.5.18 Places utensil correctly after use (knife on plate).
2.6.5.19 Uses napkin on lips/hands at meal.
2.6.5.20 Places napkin at side of plate at end of meal.
2.6.5.21 Passes serving bowls/condiments on request.
2.6.5.22 Places food dropped on table at edge of plate.
2.6.5.23 Quietly requests assistance for major table spills.
2.6.5.24 Assumes seat after ladies are seated.
2.6.5.25 Seats ladies (stands on departure/approach).
2.6.5.26 Selects proper utensil from formal place setting.
2.6.5.27 Other: Please specify_____.

2.6.6 FASTENING

2.6.6.1 Pulls up zipper if started.
2.6.6.2 Closes front zipper and locks tab.
2.6.6.3 Starts zipper.
2.6.6.4 Closes back zipper.
2.6.6.5 Locates both pieces of garment.
2.6.6.6 Pulls two pieces together.
2.6.6.7 Grasps button with one hand.

2.6.6.8 Spreads button hole with other hand.
2.6.6.9 Pulls button with other hand.
2.6.6.10 Inserts button edge into hole.
2.6.6.11 Pushes button through hold.
2.6.6.12 Buttons series of three buttons.
2.6.6.13 Buttons back buttons.
2.6.6.14 Closes front snaps.
2.6.6.15 Snaps back snaps.
2,6,6.16 Inserts belt in loops.
2.6.6.17 Buckles belt or shoes.
2.6.6.18 Laces shoes.
2.6.6.19 Ties first knot (overhand).
2.6.6.20 Ties laces in bowknot.
2.6.6.21 Ties apron or dress sash in front.
2.6.6.22 Ties apron or dress sash in back.
2.6.6.23 Ties neck tie.
2.6.6.24 Other: Please specify_____.

2.6.7 UNFASTENING

2.6.7.1 Opens front zipper (pants or jacket).
2.6.7.2 Opens back zipper.
2.6.7.3 Locates buttons.

2.6.7.4 Grabs both pieces of garment and attempts to pull button through hole.

2.6.7.5 Uses one hand to push hole upward around button.

2.6.7.6 Spreads button hole with other hand.

2.6.7.7 Pushes button through hole pulling with other hand.

2.6.7.8 Pushes edges of button into hole.

2.6.7.9 Unbuttons front buttons.

2.6.7.10 Opens back buttons.

2.6.7.11 Opens front snaps (pants).

2.6.7.12 Opens back snaps.

2.6.7.13 Unbuckles belt or shoes.

2.6.7.14 Unties shoes to remove.

2.6.7.15 Unties back sash (apron, dress).

2.6.7.16 Other: Please specify_____.

2.6.8 DRESSING

2.6.8.1 Cooperates in dressing by putting arm into arm hole.

2.6.8.2 Cooperates in dressing by extending legs to have pants put on.

Underpants

2.6.8.3 Pulls underpants up from mid-thigh.

2.6.8.4 Pulls underpants up from knees.

2.6.8.5 Pulls underpants up from ankles.

2.6.8.6 Puts other foot through and pulls underpants up, if one foot put through underpants leg.

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2.6.8.7 Puts on underpants when handed to him in correct positon.

2.6.8.8 Puts on underpants unassisted and independently.

Jacket or Shirt

2.6.8.9 Puts shirt or jacket on one arm and pulls lapels together.

2.6.8.10 Puts shirt or jacket on both arms and pulls lapels together.

2.6.8.11 Puts on shirt or jacket when properly positioned.

2.6.8.12 Puts on shirt or jacket when given to him in any position.

2.6.8.13 Zips or buttons shirt or jacket after he puts it on.

Shirt or Dress

2.6.8.14 Pulls down T-shirt or dress when head and arms put through.

2.6.8.15 Pulls down when head put through shirt, or dress and puts arms through.

2.6.8.16 Puts on shirt or dress when handed to him in correct position.

2.6.8.17 Distinguishes front and back of shirt or dress.

2.6.8.18 Distinguishes inside and outside of shirt or dress.

2.6.8.19 Puts on shirt unassisted.

Pants

2.6.8.20 Pulls pants up from mid-thigh.

2.6.8.21 Pulls pants up from knees.

2.6.8.22 Pulls pants up from ankles.

2.6.8.23 Puts other foot through and pulls pants up, if one foot put through pants leg.

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2.6.8.24 Puts on pants when handed to him in correct position.

2.6.8.25 Distinguishes front and back of pants.

2.6.8.26 Distinguishes inside and outside of pants.

2.6.8.27 Pulls pants down and up, but needs help, with buttons.

2.6.8.28 Puts on pants unassisted.

Socks

2.6.8.29 Allows someone else to put on his socks.

2.6.8.30 Pulls socks up after being pulled over heel.

2.6.8.31 Pulls socks over heel and up.

2.6.8.32 Puts on socks if handed in correct position.

2.6.8.33 Distinguishes inside and outside of socks.

2.6.8.34 Puts on socks unassisted.

Shoes

2.6.8.35 Puts heel in shoes if toes have been placed in shoe by teacher.

2.6.8.36 Puts toes and heel in shoes, not always correct foot.

2.6.8.37 Pulls on shoes not always correct foot.

2.6.8.38 Buckles shoes.

2.6.8.39 Places shoes on correct feet.

2.6.8.40 Ties shoes.

Outergarments

2.6.8.41 Completes putting on had when it is begun for him.

2.6.8.42 Puts on had not always in correct position.

2.6.8.43 Puts on hat properly unassisted.

2.6.8.44 Puts on mittens when assisted.

2.6.8.45 Puts on mittens properly (may be on wrong hand).

2.6.8.46 Pulls on boots when assisted.

2.6.8.47 Puts own boots on (may be on wrong feet).

2.6.8.48 Puts boots on properly without assistance.

2.6.8.49 Fastens boots without assistance.

Lingerie

2.6.8.50 Hooks bra unassisted.

2.6.8.51 Adjusts slip strap unassisted.

2.6.8.52 Pulls on girdle unassisted.

2.6.8.53 Puts on hose unassisted.

2.6.8.54 Fastens garters unassisted.

2.6.8.55 Puts on panty hose unassisted.

2.6.8.56 Other: Please specify_____.

2.6.9 UNDRESSING

Socks

2.6.9.1 Pulls sock off from toe.

2.6.9.2 Pulls sock off from over heel.

2.6.9.3 Pulls sock off unassisted.

Underpants

2.6.9.4 Takes off underpants from ankles.

2.6.9.5 Takes off underpants from knees.

2.6.9.6 Takes off underpants from mid-thigh.

2.6.9.7 Takes off underpants unassisted.

Shirt or Jacket

2.6.9.8 Takes off shirt or jacket from one arm.

2.6.9.9 Takes off shirt or jacket from both arms.

2.6.9.10 Unbuttons shirt or jacket.

2.6.9.11 Unzips shirt or jacket.

2.6.9.12 Takes off shirt or jacket unassisted.

Pants

2.6.9.13 Takes off pants from ankles.

2.6.9.14 Takes off pants from knees.

2.6.9.15 Takes off pants from mid-thigh.

2.6.9.16 Takes off pants unassisted.

T-Shirt or Dress

2.6.9.17 Takes shirt off from wrist.

2.6.9.18 Takes shirt off from one arm.

2.6.9.19 Takes shirt off from both arms.

2.6.9.20 Takes shirt off from head and both arms.

2.6.9.21 Takes shirt off unassisted.

Shoes

2.6.9.22 Takes off shoes when removed from heel.

2.6.9.23 Takes off shoes when unfastened.

2.6.9.24 Takes off shoes unassisted.

Outer Garments

2.6.9.25 Pulls hat from head when assisted.

2.6.9.26 Takes off hat unassisted.

2.6.9.27 Removes mittens when assisted.

2.6.9.28 Takes off mittens without assistance.

2.6.9.29 Removes boots when they are partially removed.

2.6.9.30 Removes boots when they are unfastened.

2.6.9.31 Unfastens and removes boots unassisted.

2.6.9.32 Other: Please specify_____.

2.6.10 CARE OF CLOTHING

2.6.10.1 Hangs clothing on a hook.

2.6.10.2 Hangs clothing on a hanger in proper manner.

2.6.10.3 Puts dirty clothes in a container.

2.6.10.4 Turns clothing right side out.

2.6.10.5 Places all clothes in a designated place.

2.6.10.6 Brushes loose soil from clothes (sand, crumbs).

2.6.10.7 Wipes shoes off on doormat before entering.

2.6.10.8 Cleans dirt from shoes with brush.

2.6.10.9 Polishes shoes.

2.6.10.10 Avoids getting food or paint on clothes.

2.6.10.11 Uses clothes brush effectively.

2.6.10.12 Selects clean clothing.

2.6.10.13 Other: Please specify_____.

2.6.11 WASHING

Washing Hands

2.6.11.1 Knows hot water tap from cold water tap.

2.6.11.2 Turns water tap on.

2.6.11.3 Puts hands in basin or holds under running water.

2.6.11.4 Picks up soap and soaps hands.

2.6.11.5 Puts soap back in place.

2.6.11.6 Rubs hands together.

2.6.11.7 Rinses hands in basin.

2.6.11.8 Gets towel.

2.6.11.9 Dries hands thoroughly.

2.6.11.10 Places paper towel in wastebasket.

2.6.11.11 Washes hands at appropriate times.

2.6.11.12 Washes and dries face and hands without getting clothes wet.

Bathing

2.6.11.13 Soaps washcloth.

2.6.11.14 Uses soapy washcloth to wash arms.

2.6.11.15 Uses soapy washcloth to wash face.

2.6.11.16 Uses soapy washcloth to wash trunk.

2.6.11.17 Uses soapy washcloth to wash legs.

2.6.11.18 Rinses self completely.

2.6.11.19 Replaces bath articles after use (soap, towel).

Drying

2.6.11.20 Dries hands.

2.6.11.21 Dries face.

2.6.11.22 Dries arms.

2.6.11.23 Dries trunk.

2.6.11.24 Dries legs.

2.6.11.25 Dries self completely.

Independent Bathing

2.6.11.26 Washes and dries face and hands without getting clothes wet.

2.6.11.27 Prepares water for tub or shower.

2.6.11.28 Bathes when reminded to bathe/shower.

2.6.11.29 Bathes or showers routinely without suggestion.

2.6.11.30 Uses a deodorant daily.

2.6.11.31 Other: Please specify_____.

2.6.12 PERSONAL CARE

Nails

2.6.12.1 Scrubs fingernails with brush.

2.6.12.2 Files fingernails properly.

2.6.12.3 Clips fingernails properly on both hands.

2.6.12.4 Clips nails properly on both feet.

Nose

2.6.12.5 Indicates by gesture awareness of runny nose.

2.6.12.6 Wipes nose with itssue with adult direction.

2.6.12.7 Requests a tissue to wipe nose.

2.6.12.8 Attempts to blow nose when requested.

2.6.12.9 Gets own tissue and blows nose when needed.

Teeth

2.6.12.10 Uses brushing motion on tooth surfaces with adult supervision.

2.6.12.11 Wets brush and applies toothpaste with adult supervision.

2.6.12.12 Brushes teeth independently (covers all surfaces).

2.6.12.13 Brushes teeth regularly.

Hair

2.6.12.14 Combs hair with supervision.

2.6.12.15 Brushes hair free of tangles.

2.6.12.16 Combs hair independently using mirror to check style.

2.6.12.17 Sets or styles hair when appropriate.

2.6.12.18 Uses hair spray to hold combed style.

2.6.12.19 Combs hair at appropriate times.

2.6.12.20 Other: Please specify_____.

2.6.13 HEALTH

2.6.13.1 Knows the importance of brushing teeth.

2.6.13.2 Understands the importance of regular dental checkups.

2.6.13.3 Knows importance of properly fitting clothes.

2.6.13.4 Knows the importance of clean clothing.

2.6.13.5 Dresses appropriately for the weather.

2.6.13.6 Wears proper fitting clothing.

2.6.13.7 Wears clean clothing.

2.6.13.8 Understands the relationship between symptoms and disease.

2.6.13.9 Understands causes of disease.

2.6.13.10 Knows sick people can spread disease.

2.6.13.11 Understands the importance of sanitation in controlling disease.

2.6.13.12 Knows the importance of proper amounts of rest and sleep.

2.6.13.13 Takes medication when prescribed.

2.6.13.14 Understands the need to maintain immunizations against disease.

2.6.13.15 Understands the need to maintain schedule of regular medical evaluations (check-ups).

2.6.13.16 Cleans skin wounds properly.

2.6.13.17 Uses bandages properly for wounds.

2.6.13.18 Seeks out appropriate persons when ill.

2.6.13.19 Understands the use of non-prescriptive drugs.

2.6.13.20 Follows rules aimed at safety.

2.6.13.21 Chews food well.

2.6.13.22 Drinks liquids properly.

2.6.13.23 Knows basic food categories.

2.6.13.24 Knows importance of including various food categories in diet.

2.6.13.25 Knows importance of liquids in diet.

2.6.13.26 Knows of loss of nutritional value in re-fined foods.

2.6.13.27 Knows of nutritional preparation of food.

2.6.13.28 Knows importance of eating breakfast.

2.6.13.29 Knows when to snack.

2.6.13.30 Includes proper amount of liquids in diet.

2.6.13.31 Knows/practices cleanliness in food preparation.

2.6.13.32 Knows the importance of eating proper foods in disease prevention.

2.6.13.33 Knows the importance of eating proper foods during illness (colds, pregnency, menstration).

2.6.1334 Other: Please specify_____.

2.6.14 PLAY

2.6.14.1 Seeks out objects for play.

2.6.14.2 Repeats play activities.

2.6.14.3 Plays inter-active games (peek-a-boo).

2.6.14.4 Extends toys to other person without releasing.

2.6.14.5 Works to get toy that is out of reach.

2.6.14.6 Plays alone in the presence of other children.

2.6.14.7 Prefers certain toys.

2.6.14.8 Plays with pull toys.

2.6.14.9 Imitates (reading newspaper, sweeping).

2.6.14.10 Begins to interact with others in play (sharing toys, taking turns).

2.6.14.11 Dramatizes, expresses imagination in play.

2.6.14.12 Combines playthings.

2.6.14.13 Completes a play activity.

2.6.14.14 Follows established classroom/play rules.

2.6.14.15 Plays cooperatively in a large group game.

2,6.14.16 Other: Please specify_____

2.6.15 SAFETY

2.6.15.1 Reports injury of self to an adult.

2.6.15.2 Reports to an adult about any danger (broken glass).

2.6.15.3 Avoids playing with electrical outlets.

2.6.15.4 Reports injury of other to adult.

2.6.15.5 Follows teacher's directions in fire drill.

2.6.15.6 Follows rules during fire drill without adult help.

2.6.15.7 Seeks adult upon approach of unfamiliar animal.

2.6.15.8 Remains in designated play areas.

2.6.15.9 Plays only in safe play areas.

2.6.15.10 Circumvents danger areas (swing paths, tether ball arch).

2.6.15.11 Uses playground equipment with caution.

2.6.15.12 Keeps safe distance from open flame.

2.6.15.13 Turns off appliances when not in use.

2.6.15.14 Handles sharp objects carefully (scissors).

2.6.15.15 Avoids following unknown people.

2.6.16.16 Refuses ride and/or gifts offered by strangers.

2.6.16.17 Avoids approaching or touching unfamiliar animals.

2.6.16.18 Seeks nearest known adult upon advances of stranger.

2.6.16.19 Stays away from operating machinery when unsupervised.

2.6.15.20 Looks both ways before retrieving equipment from street.

2.6.15.21 Refrains from hazardous "horseplay".

2.6.15.22 Demonstrates fire prevention rules.

2.6.15.23 Locates/demonstrates use of fire alarm.

2.6.15.24 Demonstrates how to report a fire to building occupants.

2.6.15.25 Demonstrates how to report a fire to fire department by telephone.

2.6.15.26 Locates/demonstrates use of fire extinguishers.

2.6.15.27 Demonstrates knowledge how to extinguish fire on self or others.

2.6.15.28 Identifies flammable liquids/agents (label).

2.6.15.29 Identifies nonflammable agents.

2.6.15.30 Demonstrates knowledge of how to correctly extinguish a cooking fire.

2.6.15.31 Extinguishes a grass/rubbish fire.

2.6.15.32 Handles matches safely.

2.6.15.33 Follows label precautions when storing flammables.

2.6.15.35 Observes safety precautions when building or extinguishing a fire.

2.6.15.36 Lights a gas stove pilot flame.

2.6.15.37 Identifies the odor associated with a gas leak.

2.6.15.38 Warns others/seeks help when identifying gas leak.

2.6.15.39 Follows safety procedure dealing with gas leaks.

2.6.15.40 Identifies and replaces burned fuses (correct size).

2.6.15.41 Locates and resets tripped breaker switch.

2.6.15.42 Unplugs electric cords by plug (not cord).

2.6.15.43 Reports obvious damage to cords or plugs.

2.6.15.44 Does not use damaged cords or plugs.

2.6.15.45 Avoids known dangerous plants/spiders/snakes.

2.6.15.46 Picks up broken glass with caution.

2.6.15.47 Warns others of equipment/area hazard.

2.6.15.48 Wears safety devices when operating dangerous equipment.

2.6.15.49 Other: Please specify_____.

2.6.16 TRAVEL

Vehicle

2.6.16.1 Takes assigned seat.

2.6.16.2 Leaves seat belt fastened.

2.6.16.3 Remains seated in vehicle.

2.6.16.4 Fastens seat belt unassisted.

2.6.16.5 Boards and disembarks school bus unassisted

2.6.16.6 Locks nearest door in vehicle when asked.

2.6.16.7 Looks both ways for oncoming traffic.

2.6.16.8 Crosses street at corners within crosswalks.

2.6.16.9 Crosses street on green or walk light when on bicycle.

2.6.16.10 Waits on corner on red or wait light when on bicycle.

2.6.16.11 Rides bicycles in bicycle lane or on appropriate side of road.

2.6.16.12 Walks bicycle across streets at corner or crosswalks.

2.6.16.13 Pushes button at corners for change of traffic light.

2.6.16.14 Wears appropriate clothing for riding and walking at night.

2.6.16.15 Employs proper safety equipment on bicycle.

2.6.16.16 Demonstrates knowledge of rules of road for bicycling.

School

2.6.16.17 Walks within the classroom.

2.6.16.18 Walks to classroom from bus/play area following adult.

2.6.16.19 Walks independently to class/play area from bus (adult in view).

2.6.16.20 Locates another classroom or office (with purpose).

2.6.16.21 Locates campus areas (back/front of bldg., back fence).

2.6.16.22 Finds classrooms by room number or teacher's name.

2.6.16.23 Remains in fenced play area unsupervised.

2.6.16.24 Brings in delivered items (newspapers).

2.6.16.25 Walks to next door neighbor's house unsupervised.

2.6.16.26 Walks to house 2 or more doors away, no street crossing.

2.6.16.27 Plays within confines of unfenced yard unsupervised.

2.6.16.28 Stays on sidewalk when provided.

2.6.16.29 Walks awound block, no street crossings, unsupervised.

2.6.16.30 Looks both ways before leaving sidewalk when crossing an alley.

2.6.16.31 Goes about neighborhood unattended.

2.6.16.32 Crosses street at corner looking both ways before proceeding.

2.6.16.33 Waits for green or walk light when crossing at corner.

2.6.16.34 Walks at roadside facing traffic, where there are no sidewalks.

2.6.16.35 Follows adult directions on walking trip.

2.6.16.36 Walks to and from school/home.

2.6.16.37 Locates restroom when traveling.

2.6.16.38 Walks to areas other than school.

2.6.16.39 Travels by taxi, telling driver destinati

2.6.16.40 Asks for directions and walks to destination.

2.6.16.41 Locates bus stop/station for local transporation.

2.6.16.42 Locates destination several blocks away by address.

2.6.16.43 Locates/reads bus/train schedule.

2.6.16.44 Travels by bus/train to destination in community.

2.6.16.45 Locates street address and plots route on map.

2.6.16.46 Travels to destination using map as guide

2.6.16.47 Writes and follows itinerary from map/person.

2.6.16.48 Other: Please specify_____.

2.6.17 HOME RELATED PRACTICAL SKILLS

General Cleaning and Home Maintenance

2.6.17.1 Picks up toys and puts them away when asked.

2.6.17.2 Picks up toys and puts them away.

2.6.17.3 Helps in house, simple tasks.

2.6.17.4 Helps put things away.

2.6.17.5 Dusts furniture.

2.6.17.6 Puts toys away neatly in box.

2.6.17.7 Uses furniture polish.

2.6.17.8 Sweeps with household broom (open areas).

2.6.17.9 Cleans porcelain fixtures (sinks, tub).

2.6.17.10 Cleans window (materials selected by adult).

2.6.17.11 Measures and adds cleaning agents into a container.

2.6.17.12 Sweeps under furniture and in corner.

2.6.17.13 Selects appropriate cleaning materials and tools.

2.6.17.14 Wet mops small areas (spills, spots).

2.6.17.15 Uses broom and dust pan to pick up dirt.

2.6.17.16 Wet mops floors (changes water, wrings mop).

2.6.17.17 Waxes floors using liquid wax and sponge applicator.

2.6.17.18 Uses vacuum cleaner on floors (attachments).

2.6.17.19 Uses vacuum cleaner to clean upholstered furniture.

2.6.17.20 Selects inserts and uses appropriate vacuum cleaner attachments.

2.6.17.21 Cleans household appliances.

2.6.17.22 Recognizes when simple repairs/home maintainance needed.

2.6.17.23 Makes simple home repairs.

2.6.17.24 Completes home maintainance chores.

Dishes

2.6.17.25 Sorts and stacks clean dishes.

2.6.17.26 Puts dishes away (storage accessible).

2.6.17.27 Dries easily held dishes, utensils, (bowls, saucers).

2.6.17.28 Dries large or difficult items.

2.6.17.29 Washes, rinses dishes properly (water prepared by adult).

2.6.17.30 Stacks and rinses dishes prior to washing.

2.6.17.31 Prepares dishwater with proper temperatu

2.6.17.32 Prepares rinse water at proper temperatu

2.6.17.33 Scours pots and pans.

2.6.17.34 Rinses scoured pots and pans.

2.6.17.35 Loads and operates electric dishwater.

Setting Table

2.6.17.36 Clears unbreakable objects from table.

2.6.17.37 Carries breakables one item at a time (plate, glass).

2.6.17.38 Places requested item in a place setting.

2.6.17.39 Sets one simple place setting.

2.6.17.40 Stacks and carries several like items (4 plates).

2.6.17.41 Completely sets a table of more than 1 place setting.

2.6.17.42 Clears table of all items for dishwashing.

2.6.17.43 Completely sets a table (arranged for family service).

Making Bed

2.6.17.44 Smothes bedding (tucked and aligned).

2.6.17.45 Tucks edges of bed linen under mattress.

2.6.17.46 Puts pillowcase on pillow.

2.6.17.47 Milters corners on bedding.

2.6.17.48 Makes up a bed completely (linens on bed).

2.6.17.49 Selects proper linen for changing bed.

2.6.17.50 Makes a complete linen change on bed unassisted.

Cooking

2.6.17.51 Mixes dry ingredients with a spoon.

2.6.17.52 Adds liquids to dry ingredients (stirs with spoon).

2.6.17.53 Mixes semi-moist ingredients with fork.

2.6.17.54 Interprets and follows simple recipes.

2.6.17.55 Operates manual egg beater.

2.6.17.56 Transfers liquids from one containerb another with ladle.

2.6.17.57 Scrapes raw vegetables with food scraper.

2.6.17.58 Opens bottles or jars with pry-type opener.

2.6.17.59 Identifies and discards spoiled foods.

2.6.17.60 Prepares/serves food with clean hands and nails.

2.6.17.61 Operates hand-held electric mixer.

2.6.17.62 Grates foods on food grates (carrots).

2.6.17.63 Opens cans with manual can opener.

2.6.17.64 Prepares foods using peeler.

2.6.17.65 Turns hot foods with a spatula.

2.6.17.66 Cuts or slices with sharp knife.

2.6.17.67 Removes hot items from stove.

2.6.17.68 Sets proper controls on oven.

2.6.17.69 Peels food with a knife.

2.6.17.70 Removes hot items from stove safely.

2.6.17.71 Refrigerates foods properly to prevent spoilage.

Washing Clothes

2.6.17.72 Washes like items together (towels with towels).

2.6.17.73 Sorts washable items to 3 categories (white/dark/other).

2.6.17.74 Measures load and places clothes in washer.

2.6.17.75 Loads dryer.

2.6.17.76 Sorts by storage location (linens for linen closet).

2.6.17.77 Sorts clothing by ownership (uses shape/color/size clues).

2.6.17.78 Sorts items within "other" category by colors and fabric.

2.6.17.79 Sorts laundry with various wash requirements (machine/hand).

2.6.17.80 Hangs clothes on line.

2.6.17.81 Select temperature and time settings for washing machines.

2.6.17.82 Hangs or folds stay-pressed garments removed from dryer.

2.6.17.83 Hand washes delicate fabrics according to directions.

Folding

2.6.17.84 Folds small items in a single fold maintaining a straight edge.

2.6.17.85 Folds small odd shaped items in a single fold.

2.6.17.86 Folds with a double fold, medium items in a straight edge.

2.6.17.87 Folds odd shaped items into double fold (blue jeans).

2.6.17.88 Folds off shaped items into multiple folds (sport shirts).

2.6.17.89 Folds large straight items into multiple folds (sheets).

Ironing

2.6.17.90 Irons flat pieces (board and iron set by adult).

2.6.17.91 Sets up and takes down ironing board.

2.6.17.92 Adds water to steam iron.

2.6.17.93 Selects iron settings for fabrics.

2.6.17.94 Irons ruffles and fine fabrics appropriately.

Sewing

2.6.17.95 Pins two thicknesses of cloth matching edges.

2.6.17.96 Makes straight stitches by hand.

2.6.17.97 Sews on a button.

2.6.17.98 Makes overcast stitches 6" using ½ inch stitch.

2.6.17.99 Knots end of thread.

2.6.17.100 Threads a needle.

2.6.17.101 Mends a simple tear.

2.6.17.102 Turns and sews by hand a simple hem.

2.6.17.103 Threads a sewing machine.

2.6.17.104 Winds a bobbin.

2.6.17.105 Machine-sews seams and/or darts (on a marked line).

2.6.17.106 Uses an "Easy Sew" pattern (2.4 pieces).

2.6.17.107 Other: Please specify_____

2.6.18 TELEPHONE

2.6.18.1 Recognizes parts of a phone.

2.6.18.2 Listens for dial tone.

2.6.18.3 Uses dial-type phone correctly.

2.6.18.4 Uses push-button phone correctly.

2.6.18.5 Knows how to use pay phone correctly.

2.6.18.6 Holds telephone correctly.

2.6.18.7 Identifies self properly.

2.6.18.8 Uses telephone etiquette.

2.6.18.9 Takes messages correctly.

2.6.18.10 Knows emergency telephone procedures.

2.6.18.11 Knows how to obtain operator/directory assistance.

2.6.18.12 Knows long-distance (direct-dial) procedure.

2.6.19.13 Other: Please specify_____.

2.7 LANGUAGE

2.7.1 GESTURES

2.7.1 Points to objects he wants to handle or which interest him.

2.7.1.2 Uses gestures to make wants known.

2.7.1.3 Uses gestures appropriate to meeting people of opposite sex.

2.7.1.4 Uses gestures appropriately to meeting people of same sex.

2.7.1.5 Uses gestures appropriately when parting with people.

2.7.1.6 Uses gestures appropriately to express dislikes.

2.7.1.7 Uses gestures appropriately to express likes.

2.7.1.8 Discriminates between appropriate gestures that are used with friends as opposed to strangers.

2.7.1.9 Other: Please specify_____

2.7.2 VOCALIZATION

2.7.2.1 Makes pre-language vocalizations which consist of cooing, throaty sounds.

2.7.2.2 Makes "pleasure" sounds which consist of soft vowels.

2.7.2.3 Makes "suckling" sounds.

2.7.2.4 Makes differentiated sounds for discomfort, pain, and hunger.

2.7.2.5 Has differential patterns of crying when hungry, in pain, or when angry.

2.7.2.6 Vocalizes two different sounds.

2.7.2.7 Makes single vowel sounds (ah, eh, uh)

2.7.2.8 Squeals.

2.7.2.9 Vocalizes to toys.

2.7.2.10 Vocalizes when spoken to or pleased.

2.7.2.11 Cries when uncomfortable or annoyed.

2.7.2.12 Grunts, growls

2.7.2.13 Uses different inflectional patterns
ah ah
un

2.7.2.14 Laughs alound when stimulated.

2.7.2.15 Produces vowel sounds and chained syllables. (ba, ba gu, gu di,di)

2.7.2.16 Makes "talking sounds" in response to others talking to him.

2.7.2.17 Babbles to produce consonant sounds.

2.7.2.18 Other: Please specify_____.

2.7.3 ARTICULATION

2.7.3.1 Says "da-da" or "ma-ma" but not specific to presence of parents.

2.7.3.2 Imitates speech sounds.

2.7.3.3 Makes polysyllabic vowel sounds.

2.7.3.4 Vocalizes four different syllables (da,ba, ka,ma).

2.7.3.5 Imitates definite speech sounds (tongue click, lip smacking, or cough)

2.7.3.6 Babbles tunefully, repeating syllables in strings (mam-mam)

2.7.3.7 Tries to imitate adult's playful vocal sounds (smacking lips, cough, brr)

2.7.3.8 Says "da-da" or equivalent upon request.

2.7.3.9 Vocalizes intelligible single words.

2.7.3.10 Vocalizes intelligible running speech.

2.7.3.11 Vocalizes easily intelligible speech with many sound errors.

2.7.3.12 Whispers.

2.7.3.14 Increases volume of voice.

2.7.3.15 Has well-patterned inflection.

2.7.3.16 Other: Please specify_____.

2.7.4 RECEPTION

2.7.4.1 Responds by raising arms when mother reaches toward child and says "come up".

2.7.4.2 Ceases activity when name is pronounced or "no-no" is said.

2.7.4.3 Gives toys on request when accompanied by facial and bodily gestures.

2.7.4.4 Comprehends "bye-bye" and "patty-cake" responding appropriately with waving or clapping.

2.7.4.5 Attends to simple commands.

2.7.4.6 Reacts immediately to own name.

2.7.4.7 Nods head "yes" or "no" for appropriate responses.

2.7.4.8 Shows by suitable movements and behavior that he understands several words in usual context (family names, walk, dinner, cup, spoon, ball, pet names).

2.7.4.9 Hands common objects on request.

2.7.4.10 Responds with appropriate actions to words ("sit" "run" and "jump")

2.7.4.11 Points to familiar persons, animals, toys, when requested.

2.7.4.12 Understands and obeys simple commands (shut the door, give me the ball, get your shoes)

2.7.4.13 Points to parts of body on self or doll when parts named (mouth, nose, ear, hands, feet, arm, legs)

2.7.4.14 Follows simple direction (put doll in chair)

2.7.4.15 Identifies familiar pictures in a book.

2.7.4.16 Points to 5 or 6 pictures of common objects on request.

2.7.1.17 Points to 2 of 6 objects upon request (kitty, button, thimble, cup, engine, spoon)

2.7.4.18 Identifies 4 out of 6 common objects

2.7.4.19 Points to 7 out of 10 pictures of common objects when names.

2.7.4.20 Identifies parts of common objects when asked.

2.7.4.21 Identifies the use of 6 common objects by pointing to appropriate objects when told its use ("You dring out of it")

2.7.4.22 Regulates actions based on verb in command (sit, run).

2.7.4.23 Identifies pictures of action, (responding appropriately to "point to eating", flying, fighting, catching, walking, sitting, hitting, peeking).

2.7.4.24 Answers correctly to request for pointing (to floor, window, door).

2.7.4.25 Demonstrates understanding to two prepositions by carrying out two commands one at a time (Put the block under the chair).

2.7.4.26 Demonstrates understanding of concepts big and little.

2.7.4.27 Demonstrates understanding of concepts hot and cold.

2.7.4.28 Demonstrates understanding of concepts: tired.

2.7.4.29 Demonstrates understanding of concept: hungry.

2.7.4.30 Responds to command with dependent clause (after/before).

2.7.4.31 Makes choice when either/or is in command.

2.7.4.32 Selects items utilizing superlative adjective (big,er,est).

2.7.4.33 Gives one sensible answer to a simple questions.

2.7.4.34 Gives sensible answers to 2 of 2 questions

2.7.4.35 Pantomimes actions being described.

2.7.4.36 Identifies abstract concepts.

2.7.4.37 Discriminates ages (youngest, oldest)

2.7.4,38 Selects new item based on verbal description.

2.7.4.39 Other: Please specify_____.

2.7.5 EXPRESSION

2.7.5.1 Says 2 words which are specific for parents" ("mama", "dada", or equivalents)

2.7.5.2 Says "one word" other than mama or dada, which he consistently uses to designate one particular object.

2.7.5.3 Jabbers expressively (babbles loudly)

2.7.5.4 Echoes prominent or last word addressed to him.

2.7.5.5 Uses two words in speaking vocabulary besides "mama" or "dada".

2.7.5.6 Uses speaking vocabulary of three words other than mama or dada.

2.7.5.7 Indicates wants by naming ovjects (cookie)

2.7.5.9 Jabbers loudly and freely, using wide range of inflections and phonetic units

2.7.5.10 Vocalizes wishes and needs at table

2.7.5.11 Says six words other than mama and dada

2.7.5.12 Names one object when asked (what is this?).

2.7.5.13 Uses 6-20 recognizable words

2.7.5.14 Demands desired objects by pointing and accompanied by loud urgent vocalization or single words.

2.7.5.15 Combines two different words, ("play ball" "want cookie").

2.7.5.16 Names obejct in picture.

2.7.5.17 Refers to self by pronoun rather than mane

2.7.5.18 Names 1 picture of 5 common objects

2.7.5.19 Names 2 of 5 objects.

2.7.5.20 Has expressive vocabulary of at least 15 words.

2.7.5.21 Makes single word utterances using adjective

2.7.5.22 Makes single word utterances using verb

2.7.5.23 Makes single word utterances using possessive pronoun.

2.7.5.24 Uses noun phrase with adjective

2.7.5.25 Uses verb phrase

2.7.5.26 Uses subject - predocate phrase

2.7.5.27 Expresses desire to take turns verbally, (says "my turn" or "me next").

2.7.5.28 Names objects when shown to him.

2.7.5.29 Uses noun phrase with article

2.7.5.30 Uses possessive noun phrase

2.7.5.31 Asks names of objects constantly

2.7.5.32 Joins in nursery rhymes and songs

2.7.5.33 Repeats words for hair, mouth, hands, feet, nose, eyes, shoe when requested

2.7.5.34 Uses 50 or more recognizable words

2.7.5.35 Puts more than 2 words together to form simple sentences.

2.7.5.36 Uses indefinite pronouns.

2.7.5.38 Names 5 of 10 pictures

2.7.5.39 Names single objects depicted in pictures.

2.7.5.40 Uses quantitative noun phrase.

2.7.5.41 Uses simple mimicry of verb without tense or ending recognition

2.7.5.42 Uses "is" or "s"

2.7.5.43 Uses "ing" form of verb.

2.7.5.44 Addition of "is" to main verb plus "ing".

2.7.5.45 Names 4 of 5 common objects (chair, auto, box, key, fork).

2.7.5.46 Forms short sentences of more than 3 words.

2.7.5.47 Tells use of four named common objects.

2.7.5.48 Asks questions.

2.7.5.49 Uses 200 or more recognizable words but speech shows numerous infantilisms.

2.7.5.50 Responds appropriately to questions requiring a "yes" or "no" answer.

2.7.5.51 Names 6 of 6 common objects (chair, auto, box, key, fork, flag).

2.7.5.52 Labels own mud and clay products (pies, cakes)

2.7.5.53 Names block structure

2.7.5.54 Talks intelligibly concerning events happening here and now.

2.7.5.55 Names almost all common pictures.

2.7.5.56 Asks continually questions beginning with "What?" "Where?".

2.7.5.57 Uses negatives with pronouns and adjectives.

2.7.5.58 Uses negatives in simple sentences,

2.7.5.59 Participates in reading of story (naming animal or filling in phrases he knows).

2.7.5.60 Uses third person pronouns.

2.7.5.61 Uses "s" and "ed" form of verbs.

2.7.5.62 Uses past tense of simple irregular verbs.

2.7.5.63 Uses auxilliary verbs.

2.7.5.64 Relates experiences describing activities using complete sentences.

2.7.5.65 Describes actions shown in picture using complete sentences.

2.7.5.66 Uses he/she correctly for male/female.

2.7.5.67 Asks question in simple sentences form using who, what, where, when, why

2.7.5.68 Asks question in simple sentence form using how many, how much, what--do, what--for.

2.7.5.69 Uses simple sentence with direct ovject.

2.7.5.70 Uses simple sentences including phrases.

2.7.5.71 Has 900 word vocabulary.

2.7.5.72 Names own drawing.

2.7.5.73 Describes objects according to characteristics.

2.7.5.74 Uses indenfinite pronouns.

2.7.5.75 Uses compound word forms of indefinite pronoun (someone)

2.7.5.76 Uses plural personal pronouns (we, us, our, ours, they, them, their, these, those.

2.7.5.77 Uses conjunction.

2.7.5.78 Forms sentences of 6 or more words.

2.7.5.79 Gives sensible answer to questions.

2.7.5.80 Uses can, will, may, as auxilliary verbs.

2.7.5.81 Uses negative contractions.

2.7.5.82 Uses contractions.

2.7.5.83 Gives connected account of recent events and experiences.

2.7.5.84 Tells long stories sometimes confusing fact and fantasy.

2.7.5.85 Tells long stories without confusing fact and fantasy.

2.7.5.86 Uses possissive forms of nouns.

2.7.5.87 Uses personal pronouns ending in self (myself, yourself).

2.7.5.88 Tells what material objects are made of.

2.7.5.89 Describes one element of a picture with detail.

2.7.5.90 Defines concrete nouns by use.

2.7.5.91 Asks meaning of abstract words.

2.7.5.92 Tells which is bigger when asked.

2.7.5.93 Uses auxilliary verbs (could, would, should, might) in conjunction with verb.

2.7.5.94 Tells how a crayon and pencil are the same and how they are different.

2.7.5.95 Explains how similar objects are the same.

2.7.5.96 Explains how different objects are different.

2.7.5.97 Uses compound sentences.

2.7.5.98 Makes up and tells story based on pictures.

2.7.5.99 Describes detailed events of past experience.

2.7.5.100 Other: Please specify_____.

2.8 READING/SPELLING:

2.8.1 WORD ANALYSIS

2.8.1.1 Chooses own name from group of things.

2.8.1.2 Identifies name in 3 different places.

2.8.1.3 Uses model choosing name on paper.

2.8.1.4 Identifies 3 names other than own name.

2.8.1.5 Points to a word given.

2.8.1.6 Points to letter in name.

2.8.1.7 Identifies letters as same or different.

2.8.1.8 Constructs name with letter cards using model.

2.8.1.9 Constructs name from memory.

2.8.1.10 Names at least 10 letter of the alphabet.

2.8.1.11 Names all letters in the alphabet.

2.8.1.12 Names letters in own name.

2.8.1.13 Identifies letters named orally.

2.8.1.14 Spells own name.

2.8.1.15 Matches at least 10 letters with spoken word or picture whose name begins with that letter.

2.8.1.16 Identifies each letter in name as capital or lower case.

2.8.1.17 Matches pairs of letters (capital with lower case).

2.8.1.18 Identifies words beginning with capital letters.

2.8.1.19 Identifies words beginning with lower case letters.

2.8.1.20 Points left to right in sentence.

2.8.1.21 Recongizes that spaces separate words.

2.8.1.22 Identifies beginning and ending words.

2.8.1.23 Matches pairs of identical words.

2.8.1.24 Identifies beginning capital and ending punctuation.

2.8.1.25 Points to the label on a commercial product.

Identifies Initial Consonants

2.8.1.26 Auditory - Names or writes letter representing initial consonant sound when word is presented orally.

2.8.1.27 Visual - Pronounces initial consonsant sound when printed word is presented.

Auditory
b
c (s)
c (k)
d
f
g (g)
g (j)
h
j

m

n

p

q

r

s

t

w

x

y

k

z

v

Visual

b

c (s)

c (k)

d

f

g (g)

g (j)

h

j

l

m

n

p

q

r

s

t

w

x

y

k

z

v

Identifies Initial Diagraphs

2.8.1.28 Auditory - Names or writes initial consonant diagraph when word is presented orally.

2.8.1.29 Visual - Pronounces initial consonant diagraph sound when printed word is presented.

Auditory

sh

wh

ch

th
(voiced)

th
(unvoiced)

kn

ch(k)

gu

ph

ch(sh)

Visual

sh

wh

ch

th
(voiced)

th
(unvoiced)

kn

ch(k)

gu

ph

ch(sh)

Identifies Final Consonants

2.8.1.30

2.8.1.31

Auditory - Names or writes letter representing final consonant sound when word is presented orally.

Visual - Pronounces final consonant sound when printed word is presented.

Auditory

b

d

f

g

k

l

m

n

p

r

s

t

x

z

Visual

b

d

f

g

k

l

m

n

p

r

s

t

x

z

Identifies Medial Consonants

2.8.1.32 Auditory - Names or writes letter representing medial consonant sound when word is presented orally.

2.8.1.33 Visual - Pronounces medial consonant sound when printed word is presented.

Auditory

b

c(s)

c(k)

d

f

g(g)

g(j)

h

j

k

l

m

n

p

r

s

t

v

w

x

Visual

b

c(s)

c(k)

d

f

g(g)

g(j)

h

j

k

l

m

n

p

r

s

t

v

w

x

Identifies Short Vowels

2.8.1.34 Auditory - Names or writes letters representing short vowel sound when a single syllable word is presented orally.

2.8.1.35 Visual - Pronounces word when single syllable printed word containing short vowel is presented.

Auditory

a

e

i

o

u

Visual

a

e

i

o

u

Identifies Long Vowels

2.8.1.36 Auditory - Names or writes letters representing long vowel sound when a single syllable word is presented orally.

2.8.1.37 Visual - Pronounces word when single syllable printed word containing vowel is presented.

Auditory

a

e

i

o

u

2.8.1.38 Understands the use of "y" as a vowel in words when it is the only vowel in a word or syllable.

2.8.1.39 Understands the use of "y" as a vowel when it immediately follows a vowel in a word or the same syllable.

2.8.1.40 Understands the use of "w" as a vowel when it immediately follows another vowel in a word of one syllable, or in the same syllable.

Identifies Final Diagraphs

2.8.1.41 Auditory - Names or writes final consonant diagraph when word is presented orally.

2.8.1.42 Visual - Pronounces final consonant diagraph when printed word is presented.

Auditory
sh
ch
th
ph
tch
dg
dge
ng

Visual
sh
ch
th
ph
tch
dg
dge
ng

Identifies Medial Diagraphs

2.8.1.43 Auditory - Writes or names a medial consonant diagraph when word is presented orally.

2.8.1.44 Visual - Pronounces medial consonant diagraph when printed word is presented.

Auditory
sh
wh
ch
th (voiced)
th (unvoiced)
kn
ch(k)
ph
ch(sh)

Visual
sh
wh

Identifies Silent Consonants

2.8.1.45 Pronounces a list of words containing silent consonants.

kn

gh

wr

ten

ck

mb

Substitutes Initial Consonants

2.8.1.46 Substitutes initial consonant letters to form additional words containing phonograms when a single syllable word ending in the basic phonogram is given (eg: cat-mat-pat)

c

g

j

k

q

t

u

w

y

z

m

n

h

r

l

f

s

Substitutes Final Consonants

2.8.1.47 Substitutes final consonants to form additional words, give a single syllable word.

t

n

p

s

b

k

l

d

m

g

w

Identifies Initial Blends

2.8.1.48 Auditory - Writes the letters representing the blend heard in each word when a list of words containing initial or consonant blends is given.

2.8.1.49 Visual - Pronounces the initial consonant sounds when a list of nonsense words containing initial consonant blends are given.

Auditory
bl
br
cl
cr
dr
fl
fr
gl
gr
pl
pr
sc
sk
sl
sm
sn
sp
st
sw
tr
tw
scr
shr
spr
squ
str
thr

Visual
bl
br
cl
cr
dr
fl
fr
gl
gr
pl

pr

sc

sk

sl

sm

sn

sp

st

sw

tr

tw

scr

shr

spr

squ

str

thr

Identifies Final Blends

2.8.1.50 Auditory - Identifies the letters representing the blends heard when a list of words containing final consonant blends is given.

118

2.8.1.51 Visual - Pronounces the final consonant sound when a list of nonsense words containing final consonant blends is given.

Auditory

ld

lt

mp

nd

ng

nk

nt

pt

sk

st

Visual

ld

lt

mp

nd

ng

nk

nt 119

pt

sk

st

Pronounces Words Containing Vowel Diagraphs

2.8.1.52 Pronounces accurately a written list of one syllable nonsense words containing vowel diagraphs.

ā y

au

aw

ē a

e ā

e ă

ē i

ei (ā)

eu

ew

ey (ā)

ā i

ē e

ē y

ī e

i ē

ō w

ō a

o o

o o

ui

Pronounces Words Containing Diphthongs

2.8.1.53 Pronounces syllables containing diphthongs when given a list of words containing diphthongs.

oi

oy

ou

ow

ar

er

ir

ur

ay

oo

ue

ea

aw

au

ei

Noun Forms

2.8.1.54 Auditory - Names/writes noun forms when given a list of nouns orally.

2.8.1.55 Visual - Pronounces noun forms when given a written list of nouns.

Auditory

s

es

y

(i)es

's

Visual

s

es

y

(i)es

's

Verb Forms

2.8.1.56 Auditory - Names/writes verb forms when given a list of verbs orally.

2.8.1.57 Visual - Pronounces verb forms when given a written list of verbs.

Auditory

s

ed

ing

n

en

y

i(es)

i(ed)

Adjective Forms

2.8.1.58 Auditory - Names/writes adjective forms when given a list of adjectives orally.

2.8.1.59 Visual - Pronounces adjective form when given a written list of adjectives.

Auditory

er

est

Visual

er

est

Suffixes

2.8.1.60 Adds suffixes to root words when given a list of root words.

2.8.1.61 Selects suffixes when given words containing suffixes.

Given root word adds suffixes:

er

est

ness

ence

ance

ify

ate

ly

ing

ed

able

ible

less

ous

ful

ary

ery

ant

et

age

ity

ic

ion

ish

ling

ment

ure

ty

ward

wise

Given words containing suffixes:

er

est

ness

ence

ance

ify

ate

ly

ing

ed

able

ible

less

ous

ful

ary

ery

ant

et

age

ity

ic

ion

ish

ling

ment

ure

ty

ward

wise

Given root words adds prefixes:

ante

anti

bi

cir

circum

dis

in

un

inter

re

semi

trans

tri

sub

ad

ab

e

ex

in

im

en

Prefixes

2.8.1.62 Adds prefixes to root words when given a list of root words.

2.8.1.63 Selects prefixes when given a list of words containing prefixes.

be

non

ob

de

com

con

mis

super

tri

mis

pro

pre

per

post

ex

Given words containing prefixes:

ante

anti

bi

cir

circum

dis

in

un

inter

re

semi

trans

tri

sub

ad

ab

e

ex

in

im

en

be

non

ob

de

com

con

mis

super

tri

mis

pro

pre

per

post

ex

Graphemes

2.8.1.64 Identifies the grapheme that represents the given sound after hearing it.

dg

dge

ph(f)

ch

ch(sh)

th

tch

Syllabication

2.8.1.65 Identifies syllabication between double consonants.

2.8.1.66 Identifies syllabication with suffixes.

2.8.1.67 Identifies syllabication with prefixes.

2.8.1.68 Uses rule compound words are usually divided among the word pairs.

2.8.1.69 Uses rule when a vowel sound is followed by one consonant the consonant usually begins the next syllable.

2.8.1.70 Uses rule when a vowel sound is followed by two consonants the word is usually divided between the two consonants.

2.8.1.71 Uses rule in two syllable words ending in 'le' preceded by a consonant, the final syllable.

2.8.1.72 Uses rule consonant blends and diagraphs are treated as single sounds and usually not divided.

General Word Analysis

2.8.1.73 Uses diacritical markings to pronounce new words.

2.8.1.74 Identifies oral words with rhyming sounds.

2.8.1.75 Names or writes words with rhyming endings.

2.8.1.76 Identifies word families.

2.8.1.77 Combines phonetic elements to pronounce a new word.

2.8.1.78 Identifies the various 'ed' sounds (ed-wanted, d-laughed, t-liked).

2.8.1.79 Identifies words with 'r' sound (spelled various ways).

2.8.1.80 Identifies sight patterns.

2.8.1.81 Uses multiple meaning words.

2.8.1.82 Pronounces words which contain silent 'b' endings when given a list of words containing both vocalized and silent 'b' endings.

2.8.1.83 Pronounces the words stressing the syllable indicated when given a list of words with one accented syllable marked.

2.8.1.84 Pronounces the words emphasizing the accentedsyllables when given a list of words with primary and secondary accented syllables marked.

2.8.1.85 Utilizes the context of a sentence in applying accents when given a sentence containing a homograph or more than one syllable (re cord', re'cord).

2.8.1.86 Pronounces the word and names the root word when given a derived or inflected form of a word.

2.8.1.87 Recognizes compound words.

2.8.1.88 Forms compound words.

2.8.1.89 Divides compound words into two constituent words.

2.8.1.90 Recognizes contractions.

2.8.1.91 Writes contractions when given the two words that are represented.

2.8.1.92 Writes the two words that constitute a contraction when given a list of contractions.

2.8.1.93 Applies rules governing vowel differences and lists words that conform to the rule, short sound of medial vowel.

2.8.1.94 Applies rules governing vowel differences and lists words that conform to the rule, medial vowel lengthened by final 'e'.

2.8.1.95 Applies rules governing vowel differences and lists words that conform to the rule, silent vowel in diagraphs (exceptions).

2.8.1.96 Applies rules governing vowel differences and lists words that conform to the rule, vowels followed by 'r'.

2.8.1.97 Applies the rule 'i' before 'e' except after 'c' or when the sound is 'a' as in neighbor.

2.8.1.98 Other: Please specify_____.

2.8.2. VOCABULARY DEVELOPMENT

2.8.2.1 Names specific parts of the home or school.

2.8.2.2 Matches pictures with orally presented words.

2.8.2.3 Chooses from a list of nouns to describe a picture.

2.8.2.4 Chooses from a list of verbs to describe a picture.

2.8.2.5 Chooses from a list of adjectives to describe a picture.

2.8.2.6 Chooses from a list of nouns, verbs, adjectives to describe a picture.

2.8.2.7 Spells familiar sight words.

2.8.2.8 Chooses correct word from oral description.

2.8.2.9 Uses context clues to choose correct meaning of an unknown word in a written sentence from 3 meanings given.

2.8.2.10 Uses context clues to define an unknown word in a written sentence.

2.8.2.11 Uses common antonyms.

2.8.2.12 Uses common synonyms.

2.8.2.13 Uses common homonyms.

2.8.2.14 Identifies additional antonyms, synonyms, homonyms.

2.8.2.15 Uses additional antonyms, synonyms, homonyms.

2.8.2.16 Writes/orally states sentences illustrating various meanings of homographs (pen-writing - pen -dog pen.)

2.8.2.17 Identifies words in printed sentence that expresses who, what, where, when, and how.

2.8.2.18 Picks out major parts of speech from a written sentence.

2.8.2.19 Uses similies and metaphors.

2.8.2.20 Other: Please specify_____.

2.8.3 COMPREHENSION

2.8.3.1 Classifies objects into two broad categories, (animal-vegetable; food-clothing).

2.8.3.2 Classfies words into categories, (cities, countries, tools, toys).

2.8.3.3. Recognizes common symbols (weather symbols, road signs).

2.8.3.4 Locates page numbers.

2.8.3.5 Locates titles.

2.8.3.6. Matches pictures with text.

2.8.3.7 Uses pictures for comprehension clues.

2.8.3.8 Indicates what might be happening in a picture.

2.8.3.9 Indicates what conversation might be taking place in a picture.

2.8.3.10 Completes independently the reading of a story.

2.8.3.11 Indentifies speaker in a story.

2.8.3.12 Locates conversation of a character.

2.8.3.13 Designates whether sentences on a list come from a story read.

2.8.3.14 Corrects errors in a sentence based on content of a story.

2.8.3.15 Identifies main idea from pictures.

2.8.3.16 Locates main idea from an oral sentence.

2.8.3.17 Locates main idea in a written sentence phrase.

2.8.3.18 Selects main idea of a written paragraph from a list of main ideas.

2.8.3.19 Supplies main idea of a written paragraph.

2.8.3.20 Chooses main idea of a story read from a selection of ideas.

2.8.3.21 Supplies main idea of a story read.

2.8.3.22 Selects appropriate title for a story from a list of titles.

2.8.3.23 Locates key sentences that contribute to main idea.

2.8.3.24 Distinguishes between main and supporting ideas.

2.8.3.25 States main idea from a story read to him.

2.8.3.26 Selects main ideas of poems, fables, legends, myths, or other special literary styles.

2.8.3.27 Summarizes story.

2.8.3.28 Arranges pictures in correct order to show sequence of events.

2.8.3.29 Arranges sentences to show sequence of events when sentences provide (2-3 sentences).

2.8.3.30 Arranges sentences to show correct sequence in a paragraph.

2.8.3.31 Arranges chapters to show correct sequence of a book.

2.8.3.32 Arranges events of a story or book in correct sequence.

2.8.3.33 Retells story in proper sequence.

2.8.3.34 Relates story facts to own experiences.

2.8.3.35 Recalls characters from stories read.

2.8.3.36 Recalls events from stories read.

2.8.3.37 Recalls ideas from stories read.

2.8.3.38 Chooses logical conclusion of a story from a list of possible conclusions.

2.8.3.39 States logical conclusion of a story.

2.8.3.40 Selects logical outcome from a list of possible outcomes in a story.

2.8.3.41 States logical outcome of a story.

2.8.3.42 States what might have happened before or after a story.

2.8.3.43 Answers verbally, written and spoken questions relating to material read.

2.8.3.44 Skims for specific information in a story.

2.8.3.45 Recognizes sentences as being in past, present, or future.

2.8.3.46 Distinguishes between fact and fiction.

2.8.3.47 Distinguishes between fact and opinion.

2.8.3.48 Distinguishes between exact and approximate information.

2.8.3.49 Recongizes propaganda techniques.

2.8.3.50 Recognizes emotional words.

2.8.3.51 Interprets expressions relating to time and place.

2.8.3.52 Identifies abstract meanings of words.

2.8.3.53 Recognizes multiple meanings of words.

2.8.3.54 Selects descriptive words and phrases from a selection.

2.8.3.55 Recognizes absurdities in a selection.

2.8.3.56 Identifies various punctuation indicators at ends of sentences.

2.8.3.57 Identifies various punctuation indicators within sentences.

2.8.3.58 Compares and contrasts ideas.

2.8.3.59 Detects mood-humor, sadness, etc.

2.8.3.60 Recognizes cause and effect relationships.

2.8.3.61 Answers and poses inferential questions such and "why" and "how" about selections read.

2.8.3.62 Notes details that contribute to the solution of specific problems.

2.8.3.63 Describes how characters in a story might feel.

2.8.3.64 Forms opinion from facts read.

2.8.3.65 Makes judgment from material read.

2.8.3.66 Associates ideas of various materials read.

2.8.3.67 Identifies antecedents of such words as who, some, and they.

2.8.3.68 Understands colloquialisms, idioms, and dialect.

2.8.3.69 Indicates meaning of sentence that is not a literal sentence.

2.8.3.70 Reacts to sensory images--visual, auditory, etc.--suggested by words.

2.8.3.71 Describes sensory images the written word portrays.

2.8.3.72 Perceives relationships-part-whole· cause-effect; general-specific· place; sequence; size; and time.

2.8.3.73 Identifies and evaluates character traits reactions and motives.

2.8.3.74 Determines whether text affirms, denies, or fails to express opinion about supposed act or condition.

2.8.3.75 Classifies abstract phenomena into large categories, i.e., objective ideas subjective feelings.

2.8.3.76 Recognizes and understands authors purpose and intent.

2.8.3.77 Recognizes details that support plot, mood, and motives of a selection.

2.8.3.78 Demonstrates original thinking in interpreting illustrations.

2.8.3.79 Demonstrates original thinking in interpreting materials read.

2.8.3.80 Other: Please specify_____.

2.8.4 APPLIED STUDY SKILLS

2.8.4.1 Applies various punctuation indicators at ends of sentences.

2.8.4.2 Applies various punctuation indicators within sentences.

2.8.4.3	Uses table of contents to locate information in a book, magazine, or paper.
2.8.4.4	Uses title page of a book to solve specific problems.
2.8.4.5	Uses index to locate information in a book.
2.8.4.6	Uses glossary to obtain definitions within a book.
2.8.4.7	Uses preface to state purpose of a book.
2.8.4.8	Uses bibliography to state source of specific information found within a book, magazine, or paper.
2.8.4.9	Uses footnotes as a reference to specific information found in a book, magazine, or paper.
2.8.4.10	Uses picture dictionary to find words.
2.8.4.11	Uses alphabetical arrangement to locate words in a dictionary.
2.8.4.12	Uses guide words in a dictionary.
2.8.4.13	Uses dictionary to locate appropriate spelling of words.
2.8.4.14	Uses dictionary to locate appropriate pronunciation of words.
2.8.4.15	Uses dictionary to locate appropriate definitions of words.
2.8.4.16	Uses dictionary for syllabication.
2.8.4.17	Uses dictionary to solve problems concerning structure, origin, and meaning of words.
2.8.4.18	Uses proper reference materials to locate specific information (encyclopedias, atlases).
2.8.4.19	Uses illustrations, maps, globes, diagrams, charts, and other graphic materials to gather specific information.
2.8.4.20	Demonstrates realization that books, magazines, newspspers, etc., may not always be fact.
2.8.4.21	Locates materials in the library by refering to catalog system employed.
2.8.4.22	Uses pictures and their titles in the newspaper to tell stories.
2.8.4.23	Reads headlines.
2.8.4.24	Otains main ideas from headlines of an article.
2.8.4.25	Scans the newspaper using headlines.
2.8.4.26	Answers questions on scores for sports events from newspaper.
2.8.4.27	Uses TV schedule to locate program choices, channels and dates from newspaper.
2.8.4.28	Uses movie listings to locate theaters, show times and movie choices from newspaper.
2.8.4.29	Locates the appropriate want ad according to subject area.
2.8.4.30	Recognizes appropriate factual information from want ads.
2.8.4.31	Matches abbreviations used in want ads to actual words.
2.8.4.32	Recognizes information given in an obituary
2.8.4.33	States what category and article from a newspaper.
2.8.4.34	Selects magazine appropriate to needs.
2.8.4.35	Interprets advertisements that sell products.
2 8.4.36	Interprets advertisements that sell services.
2.8.4.37	Interprets advertisements that tell about a company.
2.8.4.38	Compares products, services and companies.
2.8.4.39	Reads advertisements with scrutiny.
2.8.4.40	States meanings of advertising terms, (as is, irregulars, final sale).
2.8.4.41	Uses telephone directory index to locate last name of person when only one name is given.

2.8.4.42 Uses given telephone directory index to locate last name of person when several appear.

2.8.4.43 States difference between the directory and yellow pages.

2.8.4.44 Locates business information in telephone directory according to categories--products, service, brand names.

2.8.4.45 Locates emergency numbers in telephone directory.

2.8.4.46 Follows cross referencing in the yellow pages.

2.8.4.47 Interprets menus correctly.

2.8.4.48 Interprets various guages correctly.

2.8.4.49 Interprets bus, train, and plane schedules correctly.

2.8.4.50 Interprets movie and television guides correctly.

2.8.4.51 Interprets materials such as driving licenses, tests, job applications, social security applications and cards, banking forms, draft cards, tax forms, sales contracts, correctly.

2.8.4.52 Interprets traffic regulations and safety signs correctly.

2.8.4.53 Interprets labels and instructions found on medicine, household cleaners, poisons, correctly.

2.8.4.54 Follows step by step procedure of a recipe correctly.

2.8.4.55 Interprets signs and instructions which provide for safety of self and others correctly.

2.8.4.56 Categorizes signs as to locations in specific places, (grocery story, street, bank).

2.8.4.57 Follows a printed direction.

2.8.4.58 Follows printed directions involving more than one step.

2.8.4.59 Interprets simple diagrams which accompany directions.

2.8.4.60 Interprets simple blueprints.

2.8.4.61 Interprets pictorial maps.

2.8.4.62 Reads and understands basic occupational terms.

2.8.4.63 Takes notes effectively.

2.8.4.64 Uses appropriate outline forms--topical, sequential.

2.8.4.65 Employs outlines for specific tasks, (making a speech, writing a paper).

2.8.4.66 Summarizes in outline form reading material contained in paragraphs, chapters, stories, books, magazines and newspapers.

2.8.4.67 Utilizes skim reading or re-reading to locate specific information.

2.8.4.68 Demonstrates increase in reading rate.

2.8.4.69 Demonstrates increase in comprehension of materials read.

2.8.4.70 Adjusts reading rate to specific purpose.

2.8.4.71 Enuciates clearly and distinctly while reading orally.

2.8.4.72 Reads aloud smoothly.

2.8.4.73 Reflects different types of styles, (prose, poetry, conversation) while reading orally.

2.8.4.74 Uses phrasing, inflection and punctuation to give proper meaning to oral reading.

2.8.4.75 Utilizes sense of timing.

2.8.4.76 Evaluates author's qualifications.

2.8.4.77 Reads for pleasure, capable of reading full novels.

2.8.4.78 Other: Please specify _____.

A significant portion of the following Arithmetic Section has been compiled from, A Developmental Competency Based Curriculum for the Educable Mentally Handicapped, West Suburban Association for Special Education. Cicero. Illinois.

2.9 ARITHMETIC

2.9.1 General Skills

2.9.1.1 Groups according to a common characteristic.

2.9.1.2 Demonstrates awareness that number symbols stand for things.

2.9.1.3 Repeats rows of pre-established patterns.

2.9.1.4 Pairs corresponding items.

2.9.1.5 Uses numbers to give his age.

2.9.1.6 Uses numbers in giving his address.

2.9.1.7 Uses numbers to give his phone number.

2.9.1.8 Uses numbers to describe size.

2.9.1.9 Points to a line.

2.9.1.10 Points to a circle.

2.9.1.11 Points to a square.

2.9.1.12 Points to a triangle.

2.9.1.13 Points to an oval.

2.9.1.14 Points to a diamond.

2.9.1.15 Uses template to make a circle.

2.9.1.16 Uses template to make a square.

2.9.1.17 Uses template to make a triangle.

2.9.1.18 Uses template to make an oval.

2.9.1.19 Uses template to make a diamond.

2.9.1.20 Reproduces line on request.

2.9.1.21 Reproduces circle on request.

2.9.1.22 Reproduces square on request.

2.9.1.23 Reproduces traingle on request.

2,9,1,24 Reproduces oval on request.

2.9.1.25 Reproduces diamond on request.

2.9.1.26 Demonstrates difference between many/few.

2.9.1.27 Demonstrates difference between more/less.

2,9,1.28 Demonstrates difference between before/after.

2.9.1.29 Answers the question "Which is more?" through tactile discrimination.

2.9.1.30 Answers the question "Which is less?" through tactile discrimination.

2.9.1.31 Answers the question "Which is the same?" through tactile discrimination.

2.9.1.32 Answers the question "Which is more?" through visual discrimination.

2.9.1.33 Answers the question "Which is less?" through visual discrimination.

2.9.1.34 Answers the question "Which is the same?" through visual discrimination.

2.9.1.35 Demonstrates one to one correspondence through matching.

2.9.1.36 Demonstrates one to one correspondence through counting.

2.9.1.37 Uses left to right direction in counting.

2.9.1.38 Counts by rote to 10.

2.9.1.39 Groups concrete objects in sets of 2 to 10.

2.9.1.40 Groups concrete objects in sets of 3 to 10.

2.9.1.41 Groups concrete objects in sets of 4 to 10.

2.9.1.42 Groups concrete objects in sets of 5 to 10.

2.9.1.43 Groups concrete objects in sets of 6 to 10.

2.9.1.44 Groups concrete objects in sets of 7 to 10.

2.9.1.45 Groups concrete objects in sets of 8 to 10.

2.9.1.46 Groups concrete objects in sets of 9 to 10.

2.9.1.47 Groups concrete objects in sets of 10 to 10.

2.9.1.48 Answers the question "How many?' for sets to ten by counting.

2.9.1.49 Answers the questin "How many"? for sets to ten by visual cues only.

2.9.1.50 Recognizes instantly sets two through five.

2.9.1.51 Estimates how many more is needed to make a group of five.

2.9.1.52 Estimates how many more is needed to make a group of ten.

2.9.1.53 Repeats three digits given orally.

2.9.1.54 Separates groups of objects to ten into all possible subgroups.

2.9.1.55 Sequences numbers to ten through pictures or concrete objects.

2.9.1.56 Reads number symbols to ten.

2.9.1.57 Sequences number cards from 1 to 10.

2.9.1.61 Completes stippled numbers 1 to 10.

2.9.1.63 Writes the numbers to 10 spontaneously.

2.9.1.64 Counts by rote to 20.

2.9.1.65 Writes a number from 1 to 10 on verbal command in sequence.

2.9.1.66 Writes a number from 1 to 10 on verbal command out of sequence.

2.9.1.67 Names the + sign.

2.9.1.68 Names the - sign.

2.9.1.69 Names the = sign.

2.9.1.70 Indicates + sign when 2 sets are joined.

2.9.1.71 Indicates - sign when members are removed from a set.

2.9.1.72 Tells which number comes before a given number.

2.9.1.73 Tells which number comes after a given number.

2.9.1.74 Designates a set which contains that amount when the nuber is called.

2.9.1.75 Associates set with a certain number.

2.9.1.76 Demonstrates knowledge that the number of units within sets remains the same. Irrespective of any changes made in the arrangement of the units contained in each set.

2.9.1.77 Demonstrates knowledge that sets that contain like number of elements have a common property which differentiates them from other sets.

2.9.1.78 Matches the number with the appropriate set.

2.9.1.79 Makes a set through drawing or object/picture manipulation when the number is given.

2.9.1.80 Draws a circle around a group of objects, pictures, when the number symbol is given.

2.9.1.81 Marks the set that has the most objects.

2.9.1.82 Marks the set that has the least objects.

2.9.1.83 Indicates which number is greater.

2.9.1.84 Indicates which number is the lesser number.

2.9.1.85 Matches equal sets.

2.9.1.86 Adds to 10 using pictures and/or concrete objects.

2.9.1.87 Add to 10 using a number line.

2.9.1.88 Ansers the question "How many are left?" by counting (no visual cues)

2.9.1.90 Subtracts to 10 using a number line.

2.9.1.91 Displays a knowledge of addition facts through 10.

2.9.1.92 Displays a knowledge of subtraction facts through 10.

2.9.1.93 Counts backwards from 10.

2.9.1.94 Counts by rote to 50.

2.9.1.95 Counts by rote to 100.

2.9.1.96 Counts backwards from 50.

2.9.1.97 Sequences numbers from 1 to 100.

2.9.1.98 Counts rationally to 50.

2.9.1.99 Counts rationally from 50 to 100.

2.9.1.100 Reads number symbols to 20.

2.9.1.101 Reads number symbols to 30.

2.9.1.102 Reads number symbols to 60.

2.9.1.103 Writes number words to 10.

2.9.1.104 Writes number words to 20.

2.9.1.105 Writes number words to 30.

2.9.1.106 Writes number words to 60.

2.9.1.107 Match numberals to the number words thru 60.

2.9.1.108 Demonstrates knowledge of ordinals to "tenth".

2.9.1.109 Demonstrates knowledge of ordinals to "twentieth".

2.9.1.110 Supplies missing numbers in a sequence to 100 verbally.

2.9.1.111 Supplies missing numbers in a written sequence to 100.

2.9.1.112 Counts to 100 by 2's.

2.9.1.113 Counts to 100 by 5's.

2.9.1.114 Counts to 100 by 10's.

2.9.1.115 Indicates which number comes between 2 given numbers.

2.9.1.116 Divids a set of objects into equal subsets.

2.9.1.117 Puts in order a series of numbers from least to greatest.

2.9.1.118 Puts in order a series of numbers from greatest to least.

2.9.1.119 Writes his age.

2.9.1.120 Writes his birthdate.

2.9.1.121 Writes his phone number.

2.9.1.122 Writes his address.

2.9.1.123 Uses numbers to keep score.

2.9.1.124 Uses numbers to find pages.

2.9.1.125 Uses numbers to count objects in pratical situations.

2.9.1.126 Indicates the number of a group of objects through 20.

2.9.1.127 Separates all possible subgroups to 20.

2.9.1.128 Knows addition facts from 10 to 20.

2.9.1.129 Knows subtraction facts from 10 to 20.

2.9.1.130 Uses the concept of 0 as a place holder in addition.

2.9.1.131 Uses the concept of 0 as a place holder in subtraction.

2.9.1.132 Adds in a horizontal manner.

2.9.1.133 Subtracts in a horizontal manner.

2.9.1.134 Adds in a vertical manner.

2.9.1.135 Subtracts in a vertical manner.

2.9.1.136 Performs one digit addition without carrying.

2.9.1.137 Performs one digit subtraction without borrowing.

2.9.1.138 Performs one column addition with 3 numbers.

2.9.1.139 Performs two column addition with out carrying.

2.9.1.140 Ferforms three column addition without carrying.

2.9.1.141 Renames and regroups in addition.

2.9.1.142 Adds 2 colums carrying from the first column.

2.9.1.143 Renames and regroups in subtraction.

2.9.1.144 Subtracts two digit numbers with borrowing.

2.9.1.145 Adds 3 digit numbers with carrying.

2.9.1.146 Subtracts 3 digit numbers with borrowing from hundreds and 10's column.

2.9.1.147 Knows multiplication by 2's.

2.9.1.148 Knows multiplication by 3's.

2.9.1.149 Knows multiplication by 4's.

2.9.1.150 Knows multiplication by 5's.

2.9.1.151 Knows multiplication by 6's.

2.9.1.152 Knows multiplication by 7's.

2.9.1.153 Knows multiplication by 8's.

2.9.1.154 Knows multiplication by 9's.

2.9.1.155 Uses multiplication table for facts he doesn't know.

2.9.1.156 Multiplies a 2 digit number by a one place multiplier.

2.9.1.157 Multiplies a 3 digit number by a one place multiplier.

2.9.1.158 Uses the zero in multiplication.

2.9.1.159 Recognizes the sign x means multiplication.

2.9.1.160 Applies the operation the + sign denotes.

2.9.1.161 Applies the oepration the - sign denotes.

2.9.1.162 Applies the operation the x sign denotes.

2.9.1.163 Uses the correct process to solve simple 1 step word problems involving addition.

2.9.1.164 Uses the correct process to solve simple 1 step word problems involving subtraction.

2.9.1.165 Reads number symbols to 100.

2.9.1.166 Reads number symbols to 500.

2.9.1.167 Reads number symbols to 1000.

2.9.1.168 Writes number symbols to 100.

2.9.1.169 Writes number symbols to 500.

2.9.1.170 Writes number symbols to 1000.

2.9.1.171 Uses the comma to set off the thousands' place.

2.9.1.172 Reads number words to 100.

2.9.1.173 Reads number words to 500.

2.9.1.174 Read number words to 1000.

2.9.1.175 Knows ordinals twentieth through fiftieth.

2.9.1.176 Knows measnings of odd and even numbers.

2.9.1.177 Recognizes odd and even numbers to 20.

2.9.1.178 Know relative values of number (12 is more than 10).

2.9.1.179 Writes the word form of a numbers from 60 to 100.

2.9.1.180 Writes the word form of a numbers from 100 to 1000.

2.9.1.181 Knows how to read the telephone number including a pause between the exchange and the number.

2.9.1.182 Writes the telephone number with a dash separating the exchange and the last four digits.

2.9.1.183 Knows his size in clothing.

2.9.1.184 Knows his size in shoes.

2.9.1.185 Recognizes groups of objects through 50.

2.9.1.186 Relates number symbols to groups of objects to 100.

2.9.1.187 Groups sets that are multiples of a 3 into 3 or more subsets equally.

2.9.1.188 Uses all addition facts and combinations.

2.9.1.189 Uses all subraction facts and combinations.

2.9.1.190 Breaks down a number into ones, tens, and hundreds.

2.9.1.191 Performs division through the manipulation of conrecte objects.

2.9.1.192 Knows division facts thru 1.

2.9.1.193 Knows division facts thru 2.

2.9.1.194 Knows dividion facts thru 3.

2.9.1.195 Knows division facts thru 4.

2.9.1.196 Know division facts thru 5.

2.9.1.197 Knows division facts thru 6.

2.9.1.198 Knows dividion facts thru 7.

2.9.1.199 Knows division facts thru 8.

2.9.1.200 Knows division facts thru 9.

2.9.1.201 Knows division facts thru 10.

2.9.1.202 Divides by one place divisor and 2 place dividend.

2.9.1.203 Divides by one place divisor and 3 place dividend.

2.9.1.204 Divides by one place divisor and 4 place dividend.

2.9.1.205 Understands when numbers do not divide exactly, they have a number left over which is called a remainder.

2.9.1.206 Indicates a remainder by "r".

2.9.1.207 Uses zero in division.

2.9.1.208 Checks addition problems.

2.9.1.209 Checks subraction problems.

2.9.1.210 Solves simple one step word problems involving multiplication

2.9.1.211 Solves simple one step word problems involving multiplication.

2.9.1.212 Divides using a two place divisor.

2.9.1.213 Degins to attempt to estimate answers.

2.9.1.214 Identifies number of parts when something is divided in half.

2.9.1.215 Identifies number of parts when something is divided into fourths.

2.9.1.217 Uses term ½ to denote one of 2 equal parts.

2.9.1.218 Uses term 1/3 to denote one of 3 equal parts.

2.9.1.219 Uses term ¼ to denote one of 4 equal parts.

2.9.1.220 Relates ½ to division by 2.

2.9.1.221 Relates 1/3 to division by 3.

2.9.1.222 Relates ¼ to division by 4.

2.9.1.223 Uses the fraction ½ in measuring.

2.9.1.224 Uses the fraction 1/3 in measuring.

2.9.1.225 Uses the fraction ¼ in measuring.

2.9.1.226 Indicates the correct fraction name in discussing which part of a figure has been shaded.

2.9.1.227 Selects the correct shaded figure to match the fraction given orally.

2.9.1.228 Matches the written numeral form of the fraction to the word.

2.9.1.229 Colors a figure according to the designated fraction.

2.9.1.230 Writes the correct numeral for the shaded part of each figure.

2.9.1.231 Knows that the bottom numeral of a fraction.

2.9.1.232 Knows the top numeral of a fraction tells the number of pieces of the whole that are present.

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2.9.1.233 Indicates which fraction is largest.

2.9.1.234 Indicates which fraction is smallest.

2.9.1.235 Knows the larger the bottom numeral in a fraction, the smaller the pieces will be.

2.9.1.236 Understands the concept length

2.9.1.237 Understands the concept depth.

2.9.1.238 Understands the concept width.

2.9.1.239 Understands the concept pounds.

2.9.1.240 Understands the concept ounces.

2.9.1.241 Understands the concept dimensions.

2.9.1.242 Understands the concept area.

2.9.1.243 Understands the concept-left.

2.9.1.244 Understands the concept-right.

2.9.1.245 Understands the concept north.

2.9.1.246 Understands the concept south.

2.9.1.247 Understands the concept east.

2.9.1.248 Understands the concept west.

2.9.1.249 Understands the concept mile.

2.9.1.250 Understands the concept block.

2.9.1.251 Understands the concept weekly.

2.9.1.252 Understands the concept monthly.

2.9.1.253 Understands the concept yearly.

2.9.1.254 Understands the concept this month.

2.9.1.255 Understands the concept last month.

2.9.1.256 Understands the concept next month.

2.9.1.257 Understands the concept per week.

2.9.1.258 Understands the concept per hour.

2.9.1.259 Understands the concept per month.

2.9.1.260 Understands the concept per year.

2.9.1.261 Understands the concept daylight savings time.

2.9.1.262 Understands the concept leap year.

2.9.1.263 Understands the concept miles per hour.

2.9.1.264 Understands the concept biweekly.

2.9.1.265 Understands the concept bimonthly.

2.9.1.266 Knows quantity concept several.

2.9.1.267 Knows quantity concept total.

2.9.1.268 Knows quantity concept amount.

2.9.1.269 Knows computational concept: division.

2.9.1.270 Knows computational concept: multiplier.

2.9.1.271 Knows computational concept: remainder

2.9.1.272 Knows computational concept. estimate

2.9.1.273 Tallys as he counts object.

2.9.1.274 Adds his tally marks to arrive at an accurate total.

2.9.1.275 Adds using four place numbers.

2.9.1.276 Subtracts using four place numbers.

2.9.1.277 Designates how many thousands, hundreds, tens,

2.9.1.278 Multiplies a three digit number by a two place multiplier.

2.9.1.279 Multiplies a three digit number by a three place multiplier.

2.9.1.280 Reads numbers to five places.

2.9.1.281 Reads number words into the thousands.

2.9.1.282 Reads Roman numeral X

2.9.1.283 Reads Roman numeral L

2.9.1.284 Reads Roman numeral C

2.9.1.285 Uses simple fractions 1/2.

2.9.1.286 Uses simple fractions 1/3.

2.9.1.287 Uses simple fractions 1/4.

2.9.1.288 Understands the concept of rate.

2.9.1.289 Understands the concept of ratio.

2.9.1.290 Understands the concept of interest.

2.9.1.291 Understands the concept of percent.

2.9.1.292 Estimates answers in problems.

2.9.1.293 Has knowledge of the meaning of fractions other than ½, 1/3, ¼.

2.9.1.294 Uses numbers to keep scores in sports events, (bowling and volleyball)

2.9.1.295 Converts percentages to decimals by moving the decimal point two places to the left and dropping the percent sign.

2.9.1.296 Changes decimals to percentages.

2.9.1.297 Other: Please specify_____

2.9.1.2 TIME

2.9.2.1 Knows the meaning attached to a clock.

2.9.2.2 Knows that activities are governed by time.

2.9.2.3 Begins to understand time concept morning.

2.9.2.4 Begins to understand time concept afternoon.

2.9.2.5 Begins to understand time concept noon.

2.9.2.6 Begins to understand time concept evening.

2.9.2.7 Begins to understand time concept night.

2.9.2.8 Understands the passing of time through visual observation (seasons)

2.9.2.9 Understands the concept of past.

2.9.2.10 Understands the concept of present.

2.9.2.11 Understands the concept of future.

2.9.2.12 Understands the concept of yesterday.

2.9.2.13 Understands the concept of today.

2.9.2.14 Understands the concept of tomorrow.

2.9.2.15 Verbalizes in correct sequence the days of the week.

2.9.2.16 Verbalizes in correct sequence the months of the year

2.9.2.17 Names the basic parts of a clock (hands, face, numbe

2.9.2.18 Relates time with daily activites.

2.9.2.19 Understands words such as: o'clock, hour, minute.

2.9.2.20 Matches clocks which say the same time.

2.9.2.21 Positions the numbers from one to twelve correctly on the face of the clock.

2.9.2.22 Discriminates the long hand from the short hand.

2.9.2.23 Identifies the number to which the short hand points

2.9.2.24 Identifies the number to which the long had points.

2.9.2.25 Understands the direction in which the hands of the clock move.

2.9.2.26 Understands the the short hand determines the hour.

2.9.2.27 Understands that the long hand determines the minutes.

2.9.2.28 Selects the clock telling the correct time through a verbal clue.

2.9.2.29 Draws where the long hand points from a verbal clue (with the short hand given).

2.9.2.30 Draws where the long hand points from a verbal clue (with the short hand given).

2.9.2.31 Tells time by the hour.

2.9.2.32 Tells time by the half hour.

2.9.2.33 Writes time by the hour.

2.9.2.34 Writes time by the half-hour.

2.9.2.35 Understands equivalent of 60 minutes = 1 hour.

2.9.2.36 Understands equivalent of 24 hours = 1 day.

2.9.2.37 Understands equivalent of 60 seconds = 1 minute.

2.9.2.38 Understands equivalent of 30 minutes = ½ hour.

2.9.2.39 Uses a.m. in correct relationship to the time of day.

2.9.2.40 Uses p.m. in correct relationship to the time of day.

2.9.2.41 Looks at the clock and writes the time.

2.9.2.42 Draws the hands of the clock in their appropriate places when time is given orally.

2.9.2.43 Draws both hands of the clock in the appropriate place when time is given in a written statement.

2.9.2.44 Looks at the face of the clock and writes the correct time in number form.

2.9.2.45 Tells time by the quarter hour.

2.9.2.46 Tells time in five minute intervals.

2.9.2.47 Tells time in hours and minutes after the hour.

2.9.2.48 Tells time in hours and minutes before the hour.

2.9.2.49 Uses the term "about" in approximating time in 5 minute intervals.

2.9.2.50 Tells time in minutes.

2.9.2.51 Reads a calendar indicating the day.

2.9.2.52 Reads a calendar indicating the month.

2.9.2.53 Reads a calendar indicating the year.

2.9.2.54 Tells the day of the week on which the first day of the month falls.

2.9.2.55 Tells the day of the week on which the last day of the month falls.

2.9.2.56 Tells the date of the last day of the month.

2.9.2.57 Tells the day of the week on which a particular date falls.

2.9.2.58 Tells the day that comes before or after a given day.

2.9.2.59 Tells the month that comes before or after a given month.

2.9.2.60 Writes the days of the week in sequence.

2.9.2.61 Writes the abbreviations for days of the week.

2.9.2 62 Writes the months of the year in sequence.

2.9.2.63 Writes the abbreviations for months of the year.

2.9.2.64 Knows the number of days in a year.

2.9.2.65 Knows the number of weeks in a year.

2.9.2.66 Knows the number of months in a year.

2.9.2.67 Knows that months vary in number of days.

2.9.2.68 Uses a variety of time schedules (television, bus, radio, school).

2.9.2.69 Knows how to set an alarm clock.

2.9.2.70 Knows how to set a timer.

2.9.2.71 Relates time to travel distances.

2.9.2.72 Tells time using before.

2.9.2.73 Tells time using to.

2.9.2.74 Tells time using after.

2.9.2.75 Tells time using past.

2.9.2.76 Answers counting questions (ten days from now would be?) when given a date as a starting point.

2.9.2.77 Uses month, date, year form for writing date (June 9, 1974).

2.9.2.78 Uses 6/18/74 form for writing date.

2.9.2.79 Uses 6-18-74 form for writing date.

2.9.2.80 Answers counting questions (15 minutes from now would be?) when given a time as a starting point.

2.9.2.81 Answers what will the date be a week from today?

2.9.2.82 Answers what the date was the day before yesterday?

2.9.2.83 Answers what date will it be the day after tomorrow.

2.9.2.84 Identifies a second hand on a watch or clock.

2.9.2.85 Responds both verbally and in written form that 60 seconds equals one minute.

2.9.2.86 Responds both verbally and in written form that 60 minutes equals one hour.

2.9.2.87 Responds both verbally and in written form that 24 hours equals one day.

2.9.2.88 Understands concept of night.

2.9.2.89 Understands concept of day.

2.9.2.90 Understands concept of noon.

2.9.2.91 Understands concept of afternoon.

2.9.2.92 Understands concept of early.

2.9.2.93 Understands concept of late.

2.9.2.94 Understands concept of evening.

2.9.2.95 Understands concept of morning.

2.9.2.96 Understands concept of midnight.

2.9.2.97 Knows that a calendar is sequential.

2.9.2.98 Knows that there are 7 days in a week.

2.9.2.99 Knows that there are four seasons to a year.

2.9.2.100 Knows that 10 years equals a decade.

2.9.2.101 Knows that 100 year equals a century.

2.9.2.102 Figures the total number of days between one given date to another.

2.9.2.103 Understands the relationship between time and job dependability.

2.9.2.104 Understands how time is used in computing pay.

2.9.2.105 Understands time importance of being on time to the job.

2.9.2 106 Applies time to household and work tasks.

2.9.2.107 Budgets time for recreation, work, household chores, etc.

2.9.2.108 Understands how pacing relates to production and time periods.

2.9.2.109 Budgets time to accomplish set tasks.

2.9.2.110 Matches Roman numerals with corresponding number symbol to XII.

2.9.2.111 Reads Roman numerals to XII.

2.9.2.112 Reads the time on a clock with Roman numerals.

2.9.2.113 Understands concept of time zones.

2.9.2.114 Other: Please specify_____.

2.9.3. MEASUREMENTS

2.9.3.1 Knows the difference between long and short.

2.9.3.2 Knows the difference between big and little.

2.9.3.3 Knows the difference between close and far.

2.9.3.4 Recognizes that (all, none, some,) are inclusive concepts.

2.9.3.5 Indicates which is longer.

2.9.3.6 Indicates which is shorter.

2.9.3.7 Indicates which is thicker.

2.9.3.8 Indicates which is thinner.

2.9.3.9 Recognizes length of something.

2.9.3.10 Recognizes a ruler.

2.9.3.11 Knows that the ruler is a tool for measurement.

2.9.3.12 Relates measurement of heat or cold to a thermometer.

2.9.3.13 Recognizes a yard stick.

2.9.3.14 Measures with a yard stick to the foot.

2.9.3.15 Knows 12 inches = 1 foot.

2.9.3.16 Knows 3 feet = 1 yard.

2.9.3.17 Knows the function of a scale.

2.9.3 18 Weighs articles by the pound.

2.9.3.19 Weighs articles by the ounce.

2.9.3.20 Weighs articles by the pound and ounce.

2.9.3.21 Understands the concept of 12 makes a dozen.

2.9.3.22 Measures fractions of a foot.

2.9.3.23 Measures fractions of a yard.

2.9.3.24 Measures length with a tape measure.

2.9.3.25 Understands the measurement concept: cup.

2.9.3.26 Understands the measurement concept: dozen.

2.9.3.27 Understands the measurement concept: ½ dozen.

2.9.3.28 Understands the measurement concept: tablespoon.

2.9.3.29 Understands the measurement concept: teaspoon.

2.9.3.30 Understands the measurement concept: pint.

2.9.3.31 Understands the measurement concept: quart.

2.9.3.32 Understands the measurement concept: gallon.

2.9.3.33 Reads thermometer to the degree line.

2.9.3.34 Determines from a chart: increases.

2.9.3 35 Determines from a chart: decreases.

2.9.3.36 Determines from a chart: exact number.

2.9.3.37 Determines from a chart: which is more.

2.9.3.38 Determines from a chart: which is less.

2.9.3.39 Uses a ruler to measure by the inch.

2.9.3.40 Uses a ruler to measure by the half inch.

2.9.3.41 Uses a ruler to measure by the quarter inch.

2.9.3.42 Writes the abbreviated form of inch.

2.9.3.43 Writes the abbreviated form of foot.

2.9.3.44 Writes the abbreviated form of yard.

2.9.3.45 Writes the abbreviated form a mile.

2.9.3.46 Writes the abbreviated form of cup.

2.9.3.47 Writes the abbreviated form of pint.

2.9.3.48 Writes the abbreviated form of quart.

2.9.3.49 Writes the abbreviated form of ounce.

2.9.3.50 Writes the abbreviated form of pound.

2.9.3.51 Knows the following symbol " stands for inch.

2.9.3.52 Knows the following symbol ' stands for foot.

2.9.3.53 Computes the linear measurement that 12 inches equal 1 foot.

2.9.3.54 Computes the linear measurement that 3 feet equal 1 yard.

2.9.3.55 Computes the linear measurement that 5,280 feet equal 1 mile.

2.9.3.56 Knows that 2 cups equal 1 pint.

2.9.3.57 Knows that 2 pints equal 1 quart.

2.9.3.58 Knows that 4 quarts equal 1 gallon.

2.9.3.59 Knows that 8 pints equal 1 gallon.

2.9.3.60 Knows that the temperatures on a thermostat control the temperature in a house.

2.9.3.61 Knows what the normal body temperature for a human being should be in degrees.

2.9.3.62 Knows where the normal body temperature for a human being is seen visually on the thermometer.

2.9.3.63 Indicates the freezing point on a thermometer.

2.9.3.64 Understands three dimensional measuring.

2.9.3.65 Measures area of a square.

2.9.3.66 Knows what road goes between two points on a road map.

2.9.3.67 Knows the type of road being traveled upon from a road map.

2.9.3.68 Knows mileage between cities from a road map.

2.9.3.69 Knows sites of interest from a road map.

2.9.3.70 Knows the size of the print used to indicate the name of the city may indicate its population on a road map.

2.9.3.71 Knows the color of the highway indicates whether it is a tollway or secondary road on a road map.

2.9.3.72 Knows the pine tree symbol may indicate a national park.

2.9.3.73 Knows that he may locate a city on the map by the number and letter guide.

2.9.3.74 Tells verbally how to determine the speed of a car (reading the speedometer).

2.9.3 75 Knows how to read the gas gauge (full, ½ full, ¼ full, empty).

2.9.3.76 Knows concept of fractional part of cooking measures (½ T, 3/4 c).

2.9.3.77 Other: Please specify_____.

2.9.4 METRIC SYSTEM

2.9.4.1 Identifies unit of length: meter.

2.9.4.2 Identifies unit of volume: liter.

2.9.4.3 Identifies unit of weight: gram.

2.9.4.4 Knows the prefix mega means 1,000,000 times the basic unit.

2.9.4.5 Knows the prefix kilo means 1,000 times the basic unit.

2.9.4.6 Knows the prefix hecto means 100 times the basic unit.

2.9.4.7 Knows the prefix deka means 10 times the basic unit.

2.9.4.8 Knows the prefix deci means 1/10 times the basic unit.

2.9.4.9 Knows the prefix centi means 1/100 times the basic unit.

2.9.4.10 Knows the prefix milli means 1/1000 times the basic unit.

2.9.4.11 Knows the previx micro means 1/1,000,000 times the basic unit.

2.9.4.12 Knows the abbreviation mm means millimeter.

2.9.4.13 Knows the abbreviation cm means centimeter.

2.9.4.14 Knows the abbreviation m means meter.

2.9.4.15 Knows the abbreviation km means kilometer.

2.9.4.16 Knows the abbreviation ml means milliliter.

2.9.4.17 Knows the abbreviation l means liter.

2.9.4.18 Knows the abbreviation m means cubic meter.

2.9.4.19 Knows the abbreviation mg means milligram.

2.9.4.20 Knows the abbreviation g means gram.

2.9.4.21 Knows the abbreviation kg means kilogram.

2.9.4.22 Knows the abbreviation m.ton means metric ton.

2.9.4.23 Chagnes from one metric unit to another by multiplying by a multiple of 10.

2.9.4.24 Changes from one metric unit to another by dividing by a multiple of 10.

2.9.4.25 Other: Please specify_____.

2.9.5 MONEY

2.9.5.1 Understands that money buys things.

2.9.5.2 Understands that things cost money.

2.9.5.3 Sorts coins that are alike into groups.

2.9.5.4 Recognizes penny.

2.9.5.5 Recongizes nickel.

2.9.5.6 Recognizes dime.

2.9.5.7 Recognizes quarter.

2.9.5.8 Recognizes dollar bill.

2.9.5.9 Matches coins through one to one correspondence.

2.9.5.10 Indicates which coins are alike.

2.9.5.11 Indicates which coins are different.

2.9.5.12 Sees the relationship of coin value and what it will buy.

2.9.5.13 Identifies coins by touch.

2.9.5.14 Understands equivalent coin value: 5 pennies = 1 nickel.

2.9.5.15 Understands equivalent coin value: 10 pennies = 1 dime.

2.9.5.16 Understands equivalent coin value: 25 pennies = 1 quarter.

2.9.5.17 Understands equivalent coin value: 2 nickler = 1 dime.

2.9.5.18 Understands equivalent coin value: 5 nickels = 1 quarter.

2.9.5.19 Understands equivalent coin value: 2 dimes + 1 nickel = 1 quarter.

2.9.5.20 Understands equivalent coin value: 4 quarters = 1 dollar.

2.9.5.21 Counts money to 50¢.

2.9.5.22 Identifies and uses the ¢ sign.

2.9.5.23 Identifies and uses the $ sign.

2.9.5.24 Arranges given amounts of coins from smallest to the largest.

2.9.5.25 Designates which of 2 sets of money is more.

2.9.5.26 Recognizes a one dollar bill.

2.9.5.27 Recognizes a five dollar bill.

2.9.5.28 Recognizes a ten dollar bill.

2.9.5.29 Recognizes a twenty dollar bill.

2.9.5.30 Uses money symbols in written form (cent).

2.9.5.31 Uses decimal notations of money (50¢ = .50).

2.9.5.32 Matches money words to the decimal notation.

2.9.5.33 Adds money.

2.9.5.34 Solves money problems using pennies, nickels, and dimes.

2.9.5.35 Solves money problems using pennies through half-dollars.

2.9.5.36 Solves money problems involving dollars and cents.

2.9.5.37 Subtracts money.

2.9.5.38 Makes change for a nickel.

2.9.5.39 Makes change for a dime.

2.9.5.40 Makes change for a quarter.

2.9.5.41 Makes change correctly up to a dollar.

2.9.5.42 Pays for purchases up to $5.00 selecting the appropriate coins and bills.

2.9.5.43 Indicates what coins are needed to make a certain amount.

2.9.5.44 Writes a given amount of money by using words.

2.9.5.45 Writes a given amount of money by using cent sign.

2.9.5.46 Writes a given amount of money by using decimal point.

2.9.5.47 Knows the purpose of a bank.

2.9.5.48 Understand mixed equivalents to $1.00, (1 quarter, 2 dimes, and 1 nickel = 50¢)

2.9.5.49 Makes change from $10.00 for purchase by indicating the amount of chage expected.

2.9.5.50 Makes change from $10.00 for purchase by indicating the types of coins or currency expected.

2.9.5.51 Makes change for someone going to use the telephone, remembering to give coins that are usable in the phone.

2.9.5.52 Selects the appropriate change from two groups given the cost of merchandise prices.

2.9.5.53 Counts out the correct change needed to purchase an item.

2.9.5.54 Indicates the names of what coins equal a given amount of money.

2.9.5.55 Indicates the coin that is needed to complete a particular amount.

2.9.5.56 Understands the term income.

2.9.5.57 Understands the term expenses.

2.9.5.58 Understands the term deductions.

2.9.5.59 Understands the term earnings.

2.9.5.60 Understands the relationship of time, work, and wages.

2.9.5.61 Understands the mechancis of upkeep as repair costs.

Budget

2.9.5.62 Understands the use of a budget.

2.9.5.63 Understands the component of a budget: savings.

2.9.5.64 Understands the component of a budget: rent.

2.9.5.65 Understands the component of a budget: food.

2.9.5.66 Understands the component of a budget: clothing.

2.9.5.67 Understands the component of a budget: household.

2.9.5.68 Understands the component of a budget: health insurance.

2.9.5.69 Understands the component of a budget: recreation.

2.9.5.70 Understands the component of a budget: contributions.

2.9.5.71 Understands the component of a budget: transportation.

2.9.5.72 Understands the component of a budget: gifts.

2.9.5.73 Understands the component of a budget: miscellaneous.

2.9.5.74 Maintains an accurate budget by knowing what you earn.

2.9.5.75 Maintains an accurate budget by knowing what you have to spend.

2.9.5.76 Maintains an accurate budget by knowing what are the priorities.

2.9.5.77 Understands that essentials come first in spending.

2.9.5.78 Understands that savings should be considered as part of the budget.

2.9.5.79 Understands that the nature of family and personal financial problems may change over a period of time.

2.9.5.80 Understands making an effective adjustment to: lay off from job.

2.9.5.81 Understands making an effective adjustment to: fired from job.

2.9.5.82 Understands making an effective adjustment to: long term illness.

2.9.5.83 Understands making an effective adjustment to: loss of belongins due to fire.

2.9.5.84 Understands making an effective adjustment to: loss of second income.

2.9.5 85 Understands making an effective adjustment to: reduction of salary due to job transfer.

2.9.5.86 Understands wages of the individual from full time employment.

2.9.5.87 Understands supplementary incomes earned by wife/husband on secondary jobs.

2.9.5.88 Understands other souces of income such as pension, interest, unemployment compensation.

2.9.5.89 Plan and prepare a hypothetical budget for: adult, unmarried, employed.

2.9.5.90 Plan and prepare a hypothetical budget for: adult, married, employed, no children.

2.9.5.91 Plan and prepare a hypothetical budget for: adult, married, employed, wife employed, no children.

2.9.5.92 Plan and prepare a hypothetical budget for: adult, married, employed, wife unemployed, two children.

2.9.5.93 Plan and prepare a hypothetical budget for: adult, married, unemployed, no children.

2.9.5.94 Plans, prepares, and keeps records of personal income and expenses.

2.9.5.95 Shows a budget in written form.

Banking

2.9.5.96 Understands a check is not filled out until you are ready to pay for something.

2.9.5.97 Understands that if a check is lost, the bank can be notified in order to stop payment.

2.9.5.98 Understands that a cancelled check serves as a record of bills you have paid.

2.9.5.99 Understands the meaning of endorsing a check.

2.9.5.100 Signs his name exactly in the way it is stated on the front side of the check.

2.9.5.101 Understands that you do not endorse a check until it is ready to be deposited or cashed.

2.9.5.102 Understands that a check can be cashed only when properly endorsed.

2.9.5.103 Completes an application for a checking account.

2.9.5.104 Finds and knows his check account number.

2.9.5.105 Understands the meaning of the term balance.

2.9.5.106 Understands the meaning of the term currency.

2.9.5.107 Understands the meaning of the term payee.

2.9.5.108 Prints personal account number when making checking account deposit.

2.9.5.109 Prints the date when making checking account deposit.

2.9.5.110 Enters the amount of currency to be deposited next to the word cash.

2.9.5.111 Enters on a separate line each check to be deposited.

2.9.5.112 Adds the amounts of the checks and cash to find the total amount.

2.9.5.113 Computes the net deposit, if cash is to be returned.

2.9.5.114 Completes a banking deposit slip using his own paycheck.

2.9.5.115 Understands the concept of a withdrawal from checking account.

2.9.5.116 Completes a check with the date, name of payee, amount in numbers, amount in words, signature, using ink only.

2.9.5.117 Completes the check stub or check record.

2.9.5.118 Subtracts the amount of the check from the existing balance to establish a new balance.

2.9.5.119 Understands the penalties for overdrawing one' account or issuing checks against non-existent funds.

2.9.5.120 Maintains accurate stub records.

2.9.5.121 Maintains the cumulative balance by adding depostis and subtracting checks and service charges.

2.9.5.122 Understands that some banks charge a service charge for keeping a checking account.

2.9.5.123 Checks the stub record against the monthly bank statement as to: how many deposits made.

2.9.5.124 Checks the stub record against the monthly bank statement as to: how many checks were written.

2.9.5.125 Checks the stub record against the monthly bank statement as to: how many other debits were charged.

2.9.5.126 Checks the stub record against the monthly bank statement as to: was there any service charge made.

2.9.5.127 Checks the stub record against the monthly bank statement as to: what was the last month's balance.

2.9.5.128 Checks the stub record against the monthly bank statement as to: what is the present balance.

2.9.5.129 Understands the value of a savings account.

2.9.5.130 Understands the purpose of a passbook.

2.9.5.131 Completes an application for a savings account.

2.9.5.132 Understands that interest is paid by the bank for use of his money.

2.9.5.133 Understands that the interest plus the money he has deposited equals his balance.

2.9.5.134 Completes a savings account deposit slip by filling in bills, filling in coins, filling in checks, and filling in total money with some money to be returned.

2.9.5.135 Completes a savings account withdrawal slip using given data: in cash.

2.9.5.136 Completes a savings account withdrawal slip using given data: in check payable to him.

2.9.5.137 Completes a savings account withdrawal slip using given data: in cash and check.

2.9.5.138 Completes a savings account withdrawal slip using given data: in check payable to another source.

2.9.5.139 Compeltes withdrawal slip using an actual circumstance.

2.9.5.140 Balances passbook by subtracting withdrawals and adding deposits and interest.

2.9.5.141 Understands that there must be regularity in saving money.

Buying

2.9.5.142 Computes the cost of one item when a group price is given.

2.9.5.143 Totals a list of items to find the bill.

2.9.5.144 Uses sales slip to determine: where the item was bought.

2.9.5.145 Uses sales slip to determine: when the item was bought.

2.9.5.146 Uses sales slip to determine: what the item was.

2.9.5.147 Uses sales slip to determine: how much the item cost.

2.9.5.148 Becomes aware of things you should know before a purchase is made: physical description.

2.9.5.149 Becomes aware of things you should know before a purchase is made: comparison of prices.

2.9.5.150 Becomes aware of things you should know before a purchase is made: guarantees.

2.9.5.151 Becomes aware of things you should know before a purchase is made: exchange privileges.

2.9.5.152 Estimates how much more money is needed knowing the cost of the item and knowing how much money he has.

2.9.5.153 Orders from a menu in accordance with the amount of money he has in his possession.

2.9.5.154 Estimates the total cost of a restaurant bill.

2.9.5.155 Understands the meaning of an item "on sale".

2.9.5.156 Understands the term "percent off".

2.9.5.157 Uses percentages in calculating the cost of an item that is reduced.

2.9.5.158 Understands the value of quantity buying.

2.9.5.159 Develops the ability to weigh the advantages and disadvantages while contemplating a purchase on credit.

2.9.5.160 Understands the additional costs due to credit when buying on time.

2.9.5.161 Understands the self discipline required to wait until individual can pay cash.

2.9.5.162 Makes decisions as to whether the article is an absolutely essential or just a desired luxury.

2.9.5.163 Understands the credit term: charge it.

2.9.5.164 Understands the credit term: finance it.

2.9.5.165 Understands the credit term: buy it on time.

2.9.5.166 Understands the credit term: payment plan.

2.9.5.167 Understands the credit term: 30 day account.

2.9.5.168 Understands the credit term: lay away plan.

2.9.5.169 Understands the credit term: ninety day account.

2.9.5.170 Understands the credit term: six month account.

2.9.5.171 Demonstrates the ability to successfully make application for credit at a store.

2.9.5.172 Knows necessary information available at the time of credit application (employers address, length of service on the job, credit references, payment potential, and listing of property owned).

2.9.5.173 Has the ability and confidence to determine the contents of the credit contract.

2.9.5.174 Understands the necessity of regularity of payments.

2.9.5.175 Understands the necessity of restricting total credit obligations to reasonable proportion of income.

2.9.5.176 Understands the proper procedure for dealing with the inability to meet credit.

2.9.5.177 Understands necessity for retaining cancelled checks and receipts to show proof of completion of credit obligations.

2.9.5.178 Understands proof of completion of credit obligations.

2.9.5.179 Understands that a sales tax is added to every purchase.

2.9.5.180 Reads a sales tax chart.

2.9.5.181 Understands installment term: down payment.

2.9.5.182 Understands installment term: amount still owed.

2.9.5.183 Understands installment term: amount owed with interest.

2.9.5.184 Understands installment term: repossession.

2.9.5.185 Understands that new debts should not be assumed unnecessarily until old debts are paid.

2.9.5.186 Completes an application for a credit card.

2.9.5.187 Understands the advantages and disadvantage of a charge account.

2.9.5.188 Understands that if bills are not paid, carrying charges are added, making the cost of the purchase greater.

2.9.5.189 Understands labeling concepts of products: various size of cans or packages.

2.9.5.190 Understands labeling concepts of products: quality of contents.

2.9.5.191 Understands labeling concepts of products: type of packing (dry, creamed, syrup).

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2.9.5.192 Understands labeling concepts of products: number of servings per package or can.

2.9.5.193 Understands labeling concepts of products: reputation of manufacturer.

2.9.5.194 Understands labeling concepts of products: weight in pounds, ounces, etc.

2.9.5.195 Understands labeling concepts of products: price per pound.

2.9.5.196 Understands labeling concepts of products: quality implied by the cut of meat listed.

2.9.5.197 Understands labeling concepts of products: cooking directions on the label.

2.9.5.198 Understands labeling concepts of products: significance of the processing of the garment material.

2.9.5.199 Understands labeling concepts of products: significance of the material from which the garment was made.

2.9.5.200 Understands labeling concepts of products: reputation of the retailer.

2.9.5.201 Understands labeling concepts of products: products as to off brands vs. brand names.

2.9.5.202 Has a knowledge of the services provided by the agencies governing consumer buying and protection.

2.9.5.203 Understands the role of "Pure Food and Drug Administration".

2.9.5.204 Understands the role of "Underwriters Laboratory".

2.9.5.205 Understands the role of "Consumer Research Inc."

2.9.5.206 Understands the role of "Consumers' Report Magazine".

2.9.5.207 Understands the role of "Good Housekeeping Seal of Approval".

2.9.5.208 Understands the role of "Parents Magazine Seal of Approval".

2.9.5.209 Understands the role of "Better Business Bureau".

2.9.5.210 Understands the role of "Chamber of Commerce".

Insurance

2.9.6.211 Understands that insurance protects against financial loss.

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2.9.5.212 Has knowledge of: fire insurance.

2.9.5.213 Has knowledge of: life insurance.

2.9.5.214 Has knowledge of: medical insurance.

2.9.5.215 Has knowledge of: auto insurance.

2.9.5.216 Has knowledge of: home insurance.

2.9.5.217 Understands the terms of automobile insurance: (comprehensive, collision, property damage, medical payment).

2.9.5.218 Understands the terms of property insurance: (fire, extended coverage, theft, robbery, and accident).

2.9.5.219 Understands the determination of auto insurance is set by legal requirements.

2.9.5.220 Understands the factors that contribute to the cost of auto insurance (teenage drivers, state regulations, driver training school, areas of residence, car usage, value).

2.9.5.221 Understands that the determination of the need for property insurance is based on (protection from financial loss, replacement protection, and legal requirements for the mortgage).

2.9.5.222 Understands the factors that contribute to the cost of property insurance (construction, location, size, value of the house and value of furniture and other possessions.

2.9.5.223 Understands the "policy concept" in relation to life insurance.

2.9.5.224 Understands the "premium concept" in relation to life insurance.

2.9.5.225 Understands "policy holder concept" in relation to life insurance.

2.9.5.226 Understands the "beneficiaries concept" in relation to life insurance.

2.9.5.227 Understands the "cash value concept" in relation to life insurance.

2.9.5.228 Understands the "dividend term concept" in relation to life insurance.

2.9.5.229 Understands the "annuity concept" in relation to life insurance.

2.9.6.230 Understands the "group concept" in relation of life insurance.

2.9.5.231 Understands that the determination of the need to life insurance is based on (size of family, future family plans, family support, payment of bills, and help for dependent relatives).

2.9.5.232 Understands the factors contributing to the cost of life insurance (age, health, amount of the policy, and type of policy).

2.9.5.233 Understands the "group insurance plan" related to hospital insurance.

2.9.5.234 Understands the "individual insurance plan" related to hospital insurance.

2.9.5.235 Understands the "maternity benefits: related to hospital insurance.

2.9.5.236 Understands the "other benefits" related to hospital insurance.

2.9.5.237 Understands the determination of the need for hospital insurance is based on (protection from large medical bills, and feeling of personal and family security).

2 9.5.238 Understands the factors which contribute to the cost of hospitalization insurance (total cost of medical bills submitted to the company, number of persons in the family covered, extent of benefits covered in the policy, and employer participation in the costs).

2.9.5.239 Understands the concept of pensions (kinds, eligibility, and benefits).

2.9.5.240 Understands the concept of social security (employee deductions, disability benefits, retirement benefits).

2.9.5.241 Understands the concept of workmen's compensation (need, eligibility, and benefits).

2.9.5.242 Understands the types of housing facilities available for renting (rooms in private homes, rooms in hotels, rooms with/without baths, rooms with/without cooking facilities, rooms at the YMCA or YWCA, apartments furnished/unfurnished, duplex houses. house, trailer).

2.9.5.243 Evaluates the desirability of available housing based on (location, cost, size/space, utilities provided, conditions of surroundings, and maintenance of surroundings).

2.9.5.244 Understands cost involved in housing (rent/mortgage, gas, electricity, water, telephone, insurance).

Salary

2.9.5.245 Understands salary concept: how many hours does he work each day.

2.9.5.246 Understands salary concept: how many hours does he work each week.

2.9.5.247 Understands salary concept: how much will he warn each day.

2.9.5.248 Understands salary concept: how much will he earn each week.

2.9.5.249 Understands salary concept: how much will he earn for overtime.

2.9.5.250 Understands salary concept: how much will he earn in total.

2.9.5.251 Understands the term "docking of pay".

2.9.5.252 Understands paycheck notation: Social Security deducations (F.I.C.A.).

2.9.5.253 Understands paycheck notation: federal income withholding tax.

2.9.5.254 Understands paycheck notation: insurance deductions.

2.9.5.255 Understands paycheck notation: pension deductions.

2.9.5.256 Understands paycheck notation: gross pay.

2.9.5.257 Understands paycheck notation: net pay is take home pay.

2.9.5.258 Understands paycheck notation: net pay equals gross pay minus total deductions.

2.9.5.259 Computes time worked per week when the number of days worked and the hours per day are given.

2.9.5.260 Computes pay when the days of the week worked, hours per day worked, and rate per hour are given.

2.9.5.261 Reads check stub to determine the money taken out for each deduction: (federal income tax, state income tax, social security, and other deductions).

2.9.5.262 Total deductions.

2.9.5.263 Takes total of deductions and subtracts it from gross pay to arrive at take home pay.

2.9.5.264 Computes the total hours of work from a time card.

2.9.5.265 Reads and understands the information given on a time card (identifies his payroll number, when the payroll period ends, times of starting work, times of leaving work, and time spent at lunch).

2.9.5.266 Adds the total number of units he produces in one week.

2.9.5.267 Computes pay based on the number of units or pieces completed in a day.

2.9.5.268 Understands the procedure for applying for savings deductions.

2.9.5.269 Knows that buying savings bonds is a way to save.

2.9.5.270 Knows how much bonds would be worth at maturity.

2.9.5.271 Understands how interest was made on an investment.

2.9.5.272 Understands that for some jobs union dues must be paid.

2.9.5.273 Computes how much he will pay in union dues for one year.

2.9.5.274 Computes the total cost of belonging to the union (dues and application fee).

Transporation

2.9.5.275 Computes the total cost of car transportation (license plates, driver's license, insurance, payment on the car, gas and oil, and repairs).

2.9.5.276 Reads bus schedule for: cost one way.

2.9.5.277 Reads bus schedule for: cost round trip.

2.9.5.278 Reads bus schedule for: mileage from station to station.

2.9.5.279 Reads bus sehcdule for: time of traveling from station to station.

2.9.5.280 Reads bus schedule for: time of arrival to a particular destination.

2.9.5.281 Reads bus schedule for: time of departure from a particular location.

Tax

2.9.5.282 Understands who must file a federal income tax form.

2.9.5.283 Knows the date the form must be filed.

2.9.5.284 Completes a W-4 form.

2.9.5.285 Understands how to contact someone for help in completing the federal income tax form.

2.9.5.286 Understands the meaning for the term "dependent".

2.9.5.287 Understands the tax term: W-4 form.

2.9.5.288 Understands the tax term: 1040 A form.

2.9.5.289 Understands the tax term: joint refund.

2.9.5.290 Understands the tax term: gross income.

2.9.5.291 Understands the tax term: withholding statement.

2.9.5.292 Understands the tax term: total income.

2.9.5.293 Understands the tax term: Iniernal Revenue.

2.9.5.294 Computes line by line the information acquired on a 1040 form.

2.9.5.295 Uses a tax table to compute the tax.

2.9.5.296 Reads and understands a withholding statement.

2.9.5.297 Other: Please specify_____.

2.10 WRITING

2.10.1 PRINTING OR MANUSCRIPT

Lower Case

2.10.1.1 Executes straight line group (i, l, t)

2.10.1.2 Executes slant line group (\, /, v, y, w, x, z, k)

2.10.1.3 Executes circle group (o, d, a, b, c, d, e, g, o, p, q)

2.10.1.4 Executes tall letters - upper extended (l, b, d, f, h, k, t)

2.10.1.5 Executes hump lower case letter (h, u, n, m, r)

2.10.1.6 Executes double or compound curve (S)

2.10.1.7 Prints punctuation (. , : ; ! ? " ")

2.10.1.8 Executes tail letters (g, p, q, y, j, q, y)

2.10.1.9 Executes numeral 1

2.10.1.10 Executes numeral 2

2.10.1.11 Executes numeral 3

2.10.1.12 Executes numeral 4

2.10.1.13 Executes numeral 5

2.10.1.13 Executes numeral 6

2.10.1.14 Executes numeral 7

2.10.1.14 Executes numeral 8

2.10.1.15 Executes numeral 9

2.10.1.16 Executes numeral 10

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Capital Letters

2.10.1.19 Executes straight lines vertical and horizontal (I, Ξ, E, F, H, I, L, T)

2.10.1.20 Executes underturn letters (J, L, J, U)

2.10.1.21 Executes compound curve letters (S)

2.10.1.21 Executes tall slant line letter (\, /, K, N, W, A, M, V, X, Z)

2.10.1.22 Executes circle capital letter (C,), D, C, G, O, Q)

2.10.1.23 Executes side turn group (3, B, P, D, R)

2.10.1.24 Other: Please specify_____

2.10.2 CURSIVE

Lower Case

2.10.2.1 Executes undercurve beginning (ı, i, u, w, e, r, s)

2.10.2.2 Executes intermediate letters (t, d, p)

2.10.2.3 Executes upper loop letters with under-armed beginning (l, l, b, h, k, f)

2.10.2.4 Executes hump letter with overcurve beginning (r, n, m, r, x, y, z, h)

2.10.2.5 Executes small oval group with downcurve beginning (ı, a, d, q, q, o, c)

2.10.2.6 Executes lower loop letter (f, g, p, y, g, f)

2.10.2.7 Executes check stroke letter (r, v, w, b, o, k, s)

Capital Letters

2.10.2.8 Executes direct oval letter (O, O, C, E, a, D)

2.10.2.9 Executes upper loop letters (I, J, S, G, L, J, B)

2.10.2.10 Executes a cane stem letter (I, H, K, M, N, U, V, W, X, Y, Z, 2)

2.10.2.11 Executes compound curve letters (S, T, F, L, H, S)

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2.10.2.12 Executes lower loop letters (g, q, y, z)

2.10.2.13 Executes indirect oval letters (p, b, r)

2.10.2.14 Executes boat ending letters (s, t, l, i, j, v, b)

2.10.2.15 Other: Please specify_____

2.11 Preface to Prevocational Education Section

The Prevocational Department seeks to provide career awareness, career orientation, work adjustment and evaluation through classroom academic programs and participation in a work program. In order to best meet these goals a level type program has been established in the vocational section of the Student Education Plan.

The levels of the Plan are defined as:

Level I - Career awareness to begin at primary levels, generally (3-8) extending up and through the Intermediate I level, generally (age 9-10). This section answers the basic question of what is work.

Level II - Will begin at the Intermediate II stage, generally (age 9) and extending to the freshman year of high school, generally (age 13). Incumbent in this level will be a continuation of career awareness, career orientation, a basic analysis of jobs, knowledge of community.

Level III - Will begin at the freshman year of high school and extend through the junior year (ages 13-16). Emphasis in Level III will be on work adjustment, occupational exploration, and self evaluation through on and off campus job placement, vocational testing in such categories as interest, aptitude, dexterity, etc.

Level IV - Will commence at the senior year and extend through graduation or age 21. Primary emphasis at this level will be field testing of all competencies preceeding this level through off-campus job placement or sheltered employment. It will also include a review of base requirements for graduation and/or achieving independence in seeking employment.

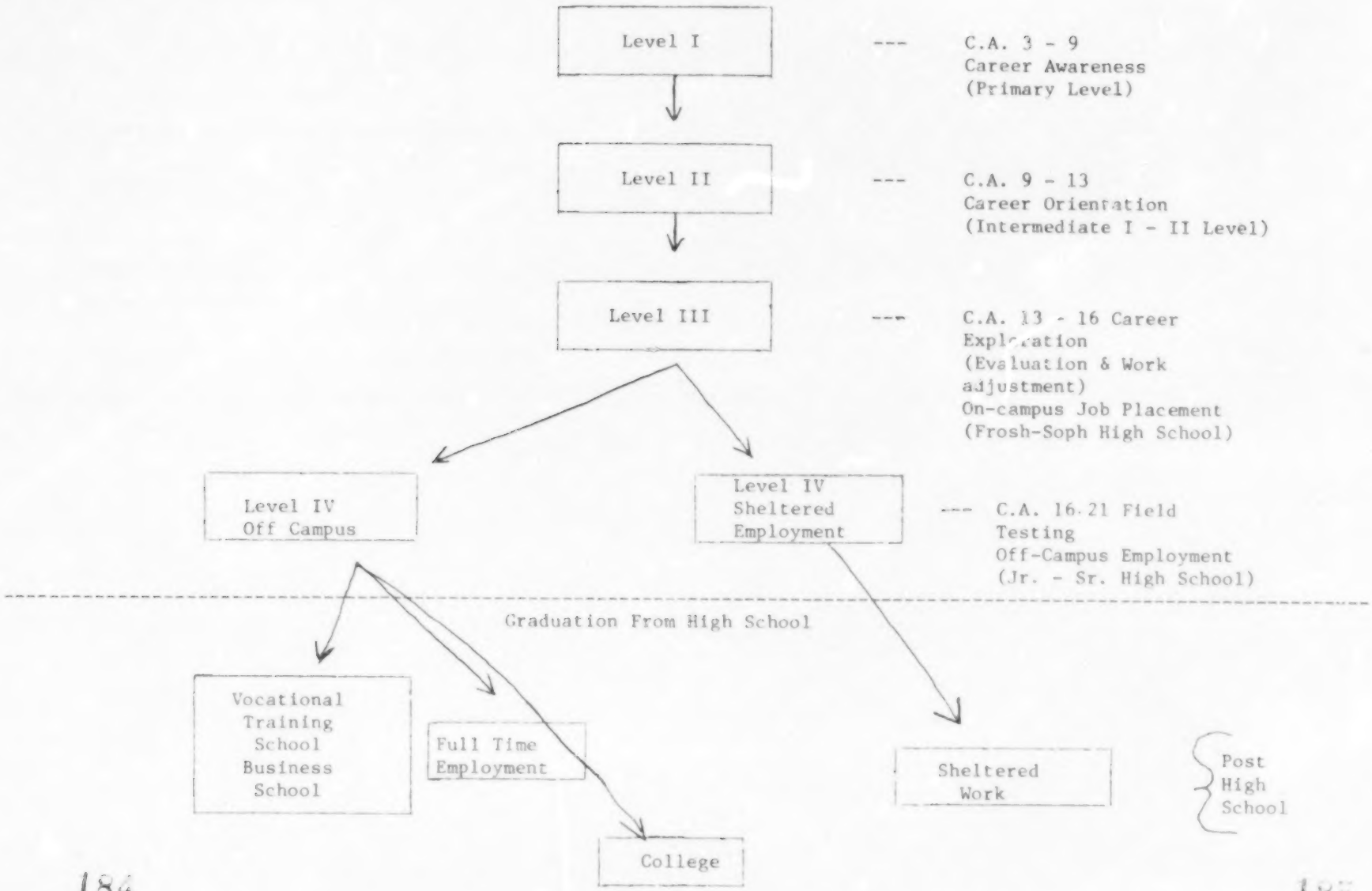
Included in this section are appendixes A, B. Appendix A is procedural in nature and is required prior to off-campus or sheltered employment. It is a conference report determining the employability of the student. The conference participants shall be student teacher, prevocational counselor, and/or parents and other staff members working with the student.

Appendix B is a student employment record that will be completed in conjunction with Level III & IV, for on-campus, off-campus, and sheltered employment experiences. Information for completion should be obtained through consultation with the staff involved in the student's work experiences. (Six copies have been inserted because some students may have many different work experiences in Levels III & IV.)

If a student proceeds through the Student Educational Plan successfully achieving the stated competencies in all areas of the Plan and completes Levels I, II, III of the Vocational Education Section, the student should be able to meet the goals stated in Level IV upon graduation from high school.

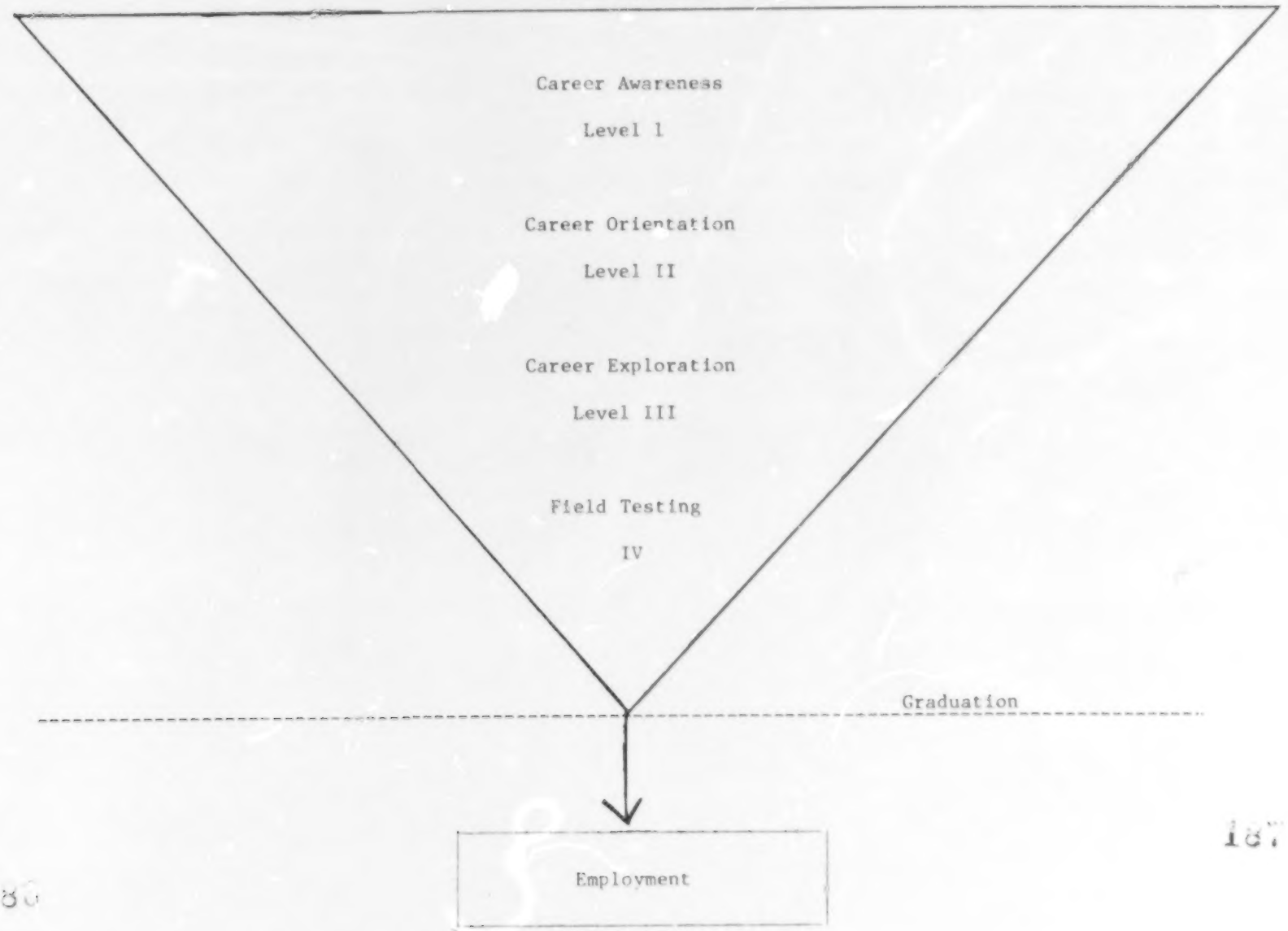
The chronological ages assigned to each of the four levels serve only as a guide: it is probable that a student may not have the ability to acquire skills stated in all levels. For example, an 18 year old student may be functioning at Level I, but with special placement and support be able to function in a community or sheltered work setting. In such cases, Appendix A will serve as the only vehicle for job placement and will require honest assessment on the part of Special Education staff and parents.

SCHEMATIC DIAGRAM OF LEVEL PROGRAM



SCHEMATIC DIAGRAM OF PURPOSE OF

LEVEL PROGRAM



In order to assist the teacher in the presentation of Level III of the Vocational section of the Student Educational Plan, the following has been inserted:

Fifteen job clusters:

1. Construction Those jobs involved in the actual building or repair of a structure.

2. Manufacturing Those jobs related to the mass production of goods.

3. Transportation Those jobs involved in the transportation of goods and people; and, the maintenance of transportation vehicles (other than water transportation).

4. Agri-Business and Natural Resources Those jobs related to all types of farm production, landscaping, and procurement of natural resources.

5. Marine Science All jobs related to the seas, large lakes, and oceans.

6. Environment All jobs involving the conservation (soil, air, wildlife, plants, and water) and maintenance of natural resources.

7. Business and Office Jobs related to the operation and management of a business or office (non-sales).

8. Marketing and Distribution Jobs related to the wholesale and retail sales including advertising.

9. Communication and Media Jobs related to all forms of printed and technological communication.

10. Hospitality and Recreation All jobs related to providing comfort, amusement, and entertainment to the public (excluding the performing of arts).

11. Personal Service Jobs related to providing personal service to one person or one family at a time.

12. Health All jobs related to the improvement of persons health.

13. Consumer and Homemaking Jobs related to providing consumer service on the local level, often in the home, and the actual maintenance of the home.

14. Fine Arts and Humanities Jobs related to painting, sculpture, ceramics, creative writing, and the performing arts.

15. Public Service Jobs related to most government and public utility employment that do not readily fit into one of the other clusters.

Seven Job Types:

1. People: Jobs that primarily involve working people, data and things are not very important.

2. Data: Jobs that primarily involve working with data (mathematics, planning, paperwork, etc.)

3. Things: Jobs that primarily involve working with things (machinery, equipment, tools, etc.). People and data are not very important.

4. People-Data: Jobs where people and data are important but things are not.

5. People-Things: Jobs where people and things are important but data is not.

6. Data-Things: Jobs where data and things are important but things are not.

7. People-Data-Things: Jobs where people data and things are all important.

A significant portion of the following Pre-Vocational Section has been compiled from materials developed by Pam Gillet, Ph.D., A Developmental Competency Based Curriculum for the Educable Mentally Handicapped, West Suburban Association for Special Education, Cicero, IL.

2.11 PRE-VOCATIONAL

2.11.1 LEVEL I

2.11.1.1 Understands the difference between work and play.

2.11.1.2 Selects pictures of people working vs. playing.

2.11.1.3 Realizes that parents/guardians work.

2.11.1.4 Realizes that other people work.

2.11.1.5 Realizes that people can help other people through work.

2.11.1.6 Realizes that each member of the family has certain tasks to perform to keep the home functioning.

2.11.1.7 Contributes to the family by performing simple tasks.

2.11.1.8 Performs assigned classroom tasks according to proper procedure.

2.11.1.9 Begins to see the relationships between classroom jobs and adult jobs.

2.11.1.10 Realizes that it takes many businesses and services to make up a functioning community.

2.11.1.11 Realizes that many people work at many different kinds of jobs.

2.11.1.12 Realizes that different skills and knowledge are required to perform different jobs.

2.11.1.13 Obtains information about broad areas of occupations.

2.11.1.14 Begins work without urging when under supervision.

2.11.1.15 Uses and cares for simple hand tools.

2.11.1.16 Maintains cleanliness in the work area and keeps his personal belongings in the places provided.

2.11.1.17 Handles materials so as not to waste, damage, or destroy them according to classroom procedure.

2.11.1.18 Completes a task while under supervision.

2.11.1.19 Completes a task while under limited supervision.

2.11.1.20 Completes a task while not under supervision.

2.11.1.21 Develops a sense of time associated with a task.

2.11.1.22 Understands that he will work one day.

2.11.1.23 Refrains from asking too many special favors for relief from the work situation.

2.11.1.24 Demonstrates proper job behavior.

2.11.1.25 Evaluates his own personal appearance, health habits, grooming, and sense of appropriateness about clothes.

2.11.1.26 Works at a competative pace for a full day.

2.11.1.27 Recognizes that every job is important.

2.11.1.28 Recognizes it is important to do every job to the best of his ability.

2.11.1.29 Works at a particular task assigned and does not pick up other areas of tasks.

2.11.1.30 Understands that work enjoyed by some people is disliked by others.

2.11.1.31 Accepts constructive criticism with proper perspective.

2.11.1.32 Develops the ability to evaluate his own performance.

2.11.1.33 Realizes that there are different kinds of transporation.

2.11.1.34 Greets strangers appropriately, (firm, handshake, hello).

2.11.135 Other: Please specify _____.

2.11.2 LEVEL II

2.11.2.1 Obtains information about broad areas of occupations.

2.11.2.2 Identifies a job and recognizes its relationship to other jobs in the major occupational cluster.

2.11.2.3 Understands the necessity of punctuality and consistancy of attendance.

2.11.2.4 Understands that work is a productive way of life.

2.11.2.5 Realizes the relation that exists between school learning and success in the world of work.

2.11.2.6 Initiates new tasks without being told.

2.11.2.7 Realizes what is required of him when he is a member of the team.

2.11.2.8 Works with others, doing his prescribed share of the work without close supervision.

2.11.2.9 Works in a limited area with three or more children to the group's satisfaction.

2.11.2.10 Does the amount of work necessary to complete a task while working with others in a given period of time.

2.11.2.11 Understands that inter-dependence of workers is sometimes necessary.

2.11.2.12 Understands the need for special clothing worn for certain jobs.

2.11.2.13 Understands the need for special equipment used in certain jobs.

2.11.2.14 Understands that hobbies and interests sometimes lead to vocations.

2.11.2.15 Understands that all work gets dull and tiresome at times.

2.11.2.16 Understands that the community has many jobs to be done; some I can do; some I can't.

2.11.2.17 Understands that on any kind of job there will be difficulties or problems to handle.

2.11.2.18 Realizes that social and emotional pressures will arise which may affect his job.

2.11.2.19 Develops the ability to check his own work against the specifications of a work sample.

2.11.2.20 Evaluates realistically his own work habits on a self-rating chart (report card).

2.11.2.21 Knows what the job requires before deciding to prepare for it.

2.11.2.22 Determines objectively his assets and limitations as related to his job interests.

2.11.2.23 Compares his potential with job requirements.

2.11.2.24 Realizes that new job opportunities are created everday and require special training.

2.11.2.25 Becomes familiar with city street plan by learning where he lives.

2.11.2.26 Becomes familiar to city street plan by learning where specific businesses are located.

2.11.2.27 Becomes familiar with city street plan by learning where community helpers are located.

2.11.2.28 Understands that geographic locations determine kinds of jobs.

2.11.2.29 Understands that supply and demand influence the kinds of occupations found in a community.

2.11.2.30 Learns the meaning of age verification.

2.11.2.31 Understands how the proper form for age verification is procured.

2.11.2.32 Assume personal responsibility for performance of assigned tasks.

2.11.2.33 Learns to deal comfortably and couteously with the employer.

2.11.2.34 Understands that it is important to ask questions about a job in the proper form and of the proper people.

2.11.2.35 Becomes interested in participating in a variety of leisure recreation activities at his own level.

2.11.2.36 Becomes acquainted with opportunities and location for individual or group recreation in his community.

2.11.2.37 Becomes aware of a various leisure home activities.

2.11.2.38 Seeks independence in the use of leisure time.

2.11.2.39 Understands the meaning of a vacation.

2.11.2.40 Understands the variety of ways he can vacation.

2.11.2.41 Understands how one spends his vacation depends on several factors: (cost & time).

2.11.2.42 Understands that on all jobs, good personal relations and work habits, are major keys to successful performance.

2.11.2.43 Understands the importance of reference and recommendations from employers for future jobs.

2.11.2.44 Develops the idea that not all people are suited to the same type of career.

2.11.2.45 Develops confidence in the ability to successfully perform various jobs (versatility).

2.11.2.46 Realizes and identifies various kinds of transportation.

2.11.2.47 Demonstrates how to pay the fare for the ride on a bus.

2.11.2.48 Demonstrates how to pay the fare for the ride on an elevated train.

2.11.2.49 Demonstrates how to pay the fare for the ride on a train.

2.11.2.50 Demonstrates how to pay the fare for the ride in a taxi cab.

2.11.2.51 Rides public transportation when accompanied on the round trip by an adult.

2.11.2.52 Rides public transportation at point of embarkation and met at point of arrival.

2.11.2.53 Rides public transportation when accompanied by a peer.

2.11.2.54 Rides public transportation independently.

2.11.2.55 Looks at himself as an individual who soon will seek employment.

2.11.2.56 Realizes that opportunity for successful job performance is directly related to a realistic self-appraisal.

2.11.2.57 Lists the responsibilities of a worker to an employer.

2.11.2.58 Lists the responsibilities of employer to his employees.

2.11.2.59 Sees the employer's point of view in a work situation.

2.11.2.60 Understand where to find work opportunities through public employment.

2.11.2.61 Understands where to find work opportunities through direct application to businesses.

2.11.2.62 Understands where to find work opportunities through newspaper want ads.

2.11.2.63 Understands where to find work opportunities through friends and relatives.

2.11.2.64 Locates realistic job offers from the want ad section of the newspaper according to ability and geographical location.

2.11.2.65 Punches in and out on a time clock.

2.11.2.66 Changes schedules in emergencies.

2.11.2.67 Begins to stabilize job interests in vocational clusters and acquires a knowledge of local occupational opportunities.

2.11.2.68 Begins to develop the awareness that people differ in abilities skills and interests.

2.11.2.69 Knows which abilities are needed for various occupations.

2.11.2.70 Appraises maturity level in relation to work preparation.

2.11.2.71 Knows how to analyze a job title.

2.11.2.72 Knows how to analyze salary.

2.11.2.73 Knows how to analyze advancement possibilities.

2.11.2.74 Knows how to analyze other job benefits.

2.11.2.75 Knows how to analyze specific work skills required.

2.11.2.76 Knows how to analyze personal characteristics required.

2.11.2.77 Knows how to analyze physical requirements.

2.11.2.78 Knows how to analyze union requirements.

2.11.2.79 Knows how to analyze amount of travel required.

2.11.2.80 Knows how to analyze location of jobs of this nature.

2.11.2.81 Knows how to analyze dress required.

2.11.2.82 Knows how to analyze safety factors.

2.11.2.83 Knows how to analyze working hours.

2.11.2.84 Knows how to analyze vacations.

2.11.2.85 Knows how to analyze description of duties.

2.11.2.86 Knows how to analyze equipment or tools needed.

2.11.2.87 Knows how to analyze working conditions.

2.11.2.88 Knows how to analyze educational or training requirements.

2.11.2.89 Knows how to analyze disadvantages.

2.11.2.90 Knows how to analyze advantages.

2.11.2.91 Compares and contrasts the results of the job analysis for various jobs.

2.11.2.92 Begins to consider these requirements in terms of his own qualifications.

2.11.2.93 Explains some of the qualities and characteristics employers look for when hiring someone.

2.11.2.94 Promotes himself and abilities to an employer in a respectful, dignified manner while in a mock interview.

2.11.2.95 Selects from a list of possible work habits, the ones depicting good work habits.

2.11.2.96 Understands that our job selection will affect our total life.

2.11.2.97 Becomes interested in alternate choice vocations.

2.11.2.98 Becomes aware of a variety of unions.

2.11.2.99 Becomes familiar with the ways and means of obtaining union membership.

2.11.2.100 Knows the functions of unions.

2.11.2.101 Becomes aware of the advantages and disadvantages of union membership.

2.11.2.102 Understands his individual duties and responsibilities as a union member.

2.11.2.103 Explains the meaning of a strike.

2.11.2.104 Explains the consequences of a strike.

2.11.2.105 Knows current wage and hour laws.

2.11.2.106 Understands he must notify the employer in advance of tradiness or absenteeism.

2.11.2.107 Understands the variety of ways one can receive his salary (hourly, weekly).

2.11.2.108 Understands the meaning of overtime.

2.11.2.109 Creates respect for proper use of money he has earned.

2.11.2.110 Understands the difference between the terms "fired" and "laid-off".

2.11.2.111 Discusses reasons for being laid-off.

2.11.2.112 Discusses reasons for being fired.

2.11.2.113 Discusses the procedure to follow if he loses his job.

2.11.2.114 Lists the reasons people quit jobs.

2.11.2.115 Explains the proper procedure for quitting a job.

2.11.2.116 Understands he should not quit a job until he has another.

2.11.2.117 Knows of community and governmental agencies which can help him with training and finding jobs.

2.11.2.118 Seeks to improve the skills already obtained.

2.11.2.119 Realizes that a wise career decision depends on how well he knows himself and the requirements of the occupational fields.

2.11.2.120 Sees himself as a young adult able to assume adult responsibilities in a competitive job.

2.11.2.121 Makes a realistic job choice.

2.11.2.122 Other: Please specify_____.

2.11.3 LEVEL III

Evaluation

2.11.3.1 Participates in work program in-school.

2.11.3.2 Participates in evaluation program measuring aptitude, dexerity, work tolerance interest.

Occupational Exploration (See Vocational Preface-Level III)

2.11.3.3 Lists or states the 15 major job clusters.

2.11.3.4 Defines each job cluster.

2.11.3.5 Lists the seven primary job types.

2.11.3.6 Lists the job clusters that primarily involve working with people.

2.11.3.7 Lists the job clusters that primarily involve working with data (math, planning paper work).

2.11.3.8 Lists job clusters that primarily involve working with things (machinery, equipment, tools).

2.11.3.9 Lists job clusters where people and data are both important but things are not.

2.11.3.10 Lists job clusters where people and things are important but data is not.

2.11.3.11 Lists job clusters where data and things are important but people are not.

2.11.3.12 Lists job clusters where people, data, and things are all important.

2.11.3.13 Names the job cluster that a job would be found in when presented with a picture of a worker in that job.

2.11.3.14 Breaks down a list of 75 different jobs, placing five jobs in each of the 15 job clusters.

2.11.3.15 Breaks down a list of 35 different jobs, placing five jobs in each of the 7 job types.

2.11.3.16 Obtains from the help wanted ads in the newspaper 2 occupations for each of the 15 job clusters.

2.11.3.17 Analyzes the jobs in five help wanted ads of his/her choice and terms of salary, job type (people, things) requirements needed and experience needed.

2.11.3.18 Reviews the job clusters previously analyzed and selects three in which he/she is interested.

2.11.3.19 Lists things he/she likes to do (hobbies, jobs, school subjects).

2.11.3.20 Lists things he/she feels they are good at or would be good at.

2.11.3.21 Determines with support from staff, based on evaluation, knowledge of his abilities and interests.

2.11.3.22 Makes a realistic job choice taking into consideration self appraisal, job cluster exploration, field trip, classroom discussion, work experience.

2.11.3.23 Other: Please specify_____.

2.11.4 LEVEL IV

2.11.4.1 Prints or writes legibly on request: his full name.

2.11.4.2 Prints or writes legibly on request: date and place of birth.

2.11.4.3 Prints or writes legibly on request: address.

2.11.4.4 Prints or writes legibly on request telephone.

2.11.4.5 Prints or writes legibly on request: father's and mother's full name (maiden).

2.11.4.6 Prints or writes legibly on request: schools attended.

2.11.4.7 Prints or writes legibly on request: emergency number and name.

2.11.4.8 Prints or wirtes legibly on request list of three references.

2.11.4.9 Demonstrates his ability to communicate orally by participating in a minimum of 5 minutes conversation responding in phrases or complete sentences.

2.11.4.10 Follows a minimum of 4 oral/written directions.

2.11.4.11 Fills out an application blank.

2.11.4.12 States verbally the purpose of the location of the neaest state employment agency

2.11.4.13 Knows the purpose and location of the County Welfare Office.

2.11.4.14 Knows the name and purpose of his D.V.R. counselor.

2.11.4.15 Reads and properly answers a job advertisement in newspapers.

2.11.4.16 Participates in a work study program maintaining competitive employment for a minimum of 2 semesters, or if unable to participate in independent employment will have 2 semesters of sheltered work experience.

2.11.4.17 Chooses fulltime job, further schooling or is placed in sheltered workshop by graduation from high school.

2.11.4.18 Participates in 5 mock interviews, two of which are with persons other than teachers.

2.11.4.19 Defines the term--non-union shop.

2.11.4.20 Defines the term--Social Security.

2.11.4.21 Defines the term--workman's compensation.

2.11.4.22 Deines the term--part time job.

2.11.4.23 Defines the term-minimum wage.

2.11.4.24 Defines the term--seasonal employment.

2.11.4.25 Obtains a state drivers license prior to graduation if physically, mentally, socially and emotionally capable.

2.11.4.26 Other: Please specify_____.

2.12 PSYCHO/SOCIAL

2.12.1 SELF

Identification

2.12.1.1 Reaches and pat's own image in a mirror.

2.12.1.2 Responds to name when called.

2.12.1.3 Identifies own image in mirror.

2.12.1.4 Identifies self by first name.

2.12.1.5 Tells full name.

2.12.1.6 Tells own sex.

2.12.1.7 Tells own age.

2.12.1.8 Categorizes self in correct sex group.

2.12.1.9 Identifies picture of self.

2.12.1.10 Tells own age in fingers.

2.12.1.11 Identifies self in group photo.

2.12.1.12 Categorizes self and family in correct sex groups.

2.12.1.13 Recognizes family names.

2.12.1.14 Recognizes name of pets, toys, etc.

2.12.1.15 Understands "bad" names.

2.12.1.16 Takes pride in birthday.

2.12.1.17 Understands relationship of age and birthday.

2.12.1.18 Knows birthday.

2.12.1.19 Tells month of birth.

2.12.1.20 Tells month and date of birth.

2.12.1.21 Understands relationship between age and growth.

2.12.1.22 Attributes family role to others (men and daddies).

2.12.1.23 Names brothers and/or sisters.

2.12.1.24 Tells street name and address.

2.12.1.25 Tells street name and town.

2.12.1.26 Takes pride in age and growth.

2.12.1.27 Tells father's full name.

2.12.1.28 Tells mother's full name.

2.12.1.29 Tells street number, name, and town.

2.12.1.30 Tells full address including state.

2.12.1.31 Tells parents' jobs.

2.12.1.32 Knows things can do now but not before.

2.12.1.33 Knows things cannot do now but can do later.

2.12.1.34 Knows things "I can do that other people want me to do".

2.12.1.35 Knows things "he can get someone else to do".

2.12.1.36 Does what he is supposed to do.

2.12.1.37 Tells month, day and year of birth.

2.12.1.38 Tells place of birth.

2.12.1.39 Tells phone number.

2.12.1.40 Tells parents' employers/place of work.

2.12.1.41 Understands how "bad" name make people feel.

2.12.1.42 Understands relationship between age and individual rights.

2.12.1.43 Understands symbolism of singatures on various documents.

2.12.1.44 Understands formal significance of age and legal documents.

2.12.1.45 Understands formal significance of age and applications.

2.12.1.46 Understands formal significance of age and legal rights.

2.12.1.47 Understands formal significance of age and admission to public and private places.

2.12.1.48 Undertands various kinds of documents needing signatures.

Values

2.12.1.49 Demonstrates that toys are important.

2.12.1.50 Prefers a particular toy.

2.12.1.51 Takes care of possessions.

2.12.1.52 Does not demand other people's possessions.

2.12.1.53 Respects own possessions.

2.12.1.54 Respects others possessions.

2.12.1.55 Is realistic about not having certain things.

2.12.1.56 Expresses preferences for foods.

2.12.1.57 Expresses preferences for clothes.

2.12.1.58 Expresses preference for kind of work.

2.12.1.59 Expresses preferences for activities.

2.12.1.60 Expresses preferences for cars.

2.12.1.61 Expresses preferences for possessions.

2.12.1.62 Recognizes likes and dislike of other people.

2.12.1.63 Accepts other peoples' liking different things.

2.12.1.64 Understands that we prefer different things at different times.

2.12.1.65 Expresses things he likes about other people.

2.12.1.66 Understands what others like about him.

2.12.1.67 Appreciates good things he can do.

2.12.1.68 Does things for others.

2.12.1.69 Shows sense of justice.

2.12.1.70 Expresses sense of fairness.

2.12.1.71 Shows sense of reasonability.

2.12.1.72 Shows sense of honesty.

2.12.1.73 Shows a sense of dependability.

2.12.1.74 Shows respect for others.

2.12.1.75 Demonstrates trust in others.

2.12.1.76 Understands importance of being trusted.

2.12.1.77 Evaluates realistically whether or not others should be trusted.

2.12.1.78 Understands importance of loyality to others.

2.12.1.79 Demonstrates importance of honesty.

2.12.1.80 Discusses future realistically.

2.12.1.81 Bases balues on what others do for him, to him, with him.

2.12.1.82 Determines the effect of his behavior on himself.

2.12.1.83 Determines the effect of his behavior on others.
2.12.1.84 Determines the effect of others' behavior on himself.
2.12.1.85 Understands relationship between group & personal values.
2.12.1.86 Understands relationship between personal and peer values.
2.12.1.87 Respects the opinion of others.
2.12.1.88 Questions own values.
2.12.1.89 Questions values of others.
2.12.1.90 Shows a sense of direction and purpose.
2.12.1.91 Awareness of status in the real world.
2.12.1.92 Understands relationship between parent and group values.
2.12.1.93 Understands effect of our experiences on developing personal values.
2.12.1.94 Understands that because people have different experiences they may have different values.
2.12.1.95 Begins movement away from parents with constant return for assurance.
2.12.1.96 Differentiates self from parent.
2.12.1.97 Knows one's identity in relation to other people and objects.
2.12.1.98 Controls physical responses.
2.12.1.99 Makes verbal responses appropriate to situation.
2.12.1.100 Recognizes and accepts mild friendly teasing.
2.12.1.101 Understands nightmares are not real.
2.12.1.102 Expresses sensitivity to criticism.
2.12.1.103 Accepts criticism.
2.12.1.104 Accepts legitimate blame.
2.12.1.105 Recognizes and leaves provoking situations.
2.12.1.106 Understands right to express feelings.
2.12.1.107 Understands responsibility to self and others in expressing feelings.
2.12.1.108 Understands causes of feelings.
2.12.1.109 Understands different ways of expressing the same feelings.
2.12.1.110 Understands different feelings sometimes appear the same.
2.12.1.111 Identifies common feelings.
2.12.1.112 Identifies more abstract feelings.
2.12.1.113 Associates names of feelings with picture.
2.12.1.114 Imitates feelings.
2.12.1.115 Describes feelings in stories.
2.12.1.116 Expresses feelings appropriately.
2.12.1.117 Understands that everyone has similar feelings.
2.12.1.118 Understands that both pleasant and unpleasant feelings are natural.
2.12.1.119 Understands why there may be anxiety related to expressing feelings.
2.12.1.120 Understands individual differences.
2.12.1.121 Knows others may have many more problems than he.
2.12.1.122 Understands importance of understanding one's feelings.
2.12.1.123 Understands how feelings can control us.
2.12.1.124 Knows our behavior effects how people view us.
2.12.1.125 Knows we can express concerns to someone.
2.12.1.126 Knows avenues to take in order to get to talk to someone.

2.12.1.127 Knows causes and warning signs for emotional problems.
2.12.1.128 Displays pride in abilities.
2.12.1.129 Displays pride in success.
2.12.1.130 Makes realistic assessment of abilities.
2.12.1.131 Accepts fact that he has limitations.
2.12.1.132 Recognizes that other people also make mistakes.
2.12.1.133 Expresses realistic feelings when can't achieve.
2.12.1.134 Tries new tasks without demanding perfection or fear from trying.
2.12.1.135 Feels adequate in spite of mementary failures.
2.12.1.136 Understands things he usually has control over.
2.12.1.137 Understands things he has no control over.
2.12.1.138 Accepts and deals with criticism.
2.12.1.139 Understands reason for criticism.
2.12.1.140 Understands how criticism can be helpful.
2.12.1.141 Understands working together for a common goal.
2.12.1.142 Understands dependence and independence in groups.
2.12.1.143 Understands dependence and independence with parents.
2.12.1.144 Understands dependence and independence with teacher.
2.12.1.145 Expresses realistic expectations for self based on personal characteristics.
2.12.1.146 Expresses realistic independence in activities, decision making, etc.
2.12.1.147 Takes pride in doing things independently.
2.12.1.148 Works independently on a task appropriate to age.
2.12.1.149 Relays concern about what he feels to be excessive external controls.
2.12.1.150 Seeks to try on his own before asking for help.
2.12.1.151 Attempts independent work in spite of initial failure.
2.12.1.152 Expresses natural concern about independence and independent behavior.
2.12.1.153 Understands the desire for and anxiety over independence are natural.
2.12.1.154 Understands and follows rules.
2.12.1.155 Understands reasons for external control.
2.12.1.156 Understands where independence is necessary.

Individuality

2.12.1.157 Discusses ways of changing behavior.
2.12.1.158 Solves problems.
2.12.1.159 Directs self.
2.12.1.160 Plans and sets goals.
2.12.1.161 Achieves set goals.
2.12.1.162 Knows he can do many things.
2.12.1.163 Knows he has done many things in the past.
2.12.1.164 Knows and accepts he is unable to do certain things.
2.12.1.165 Makes realistic assessement of what he can and cannot do.
2.12.1.166 Understands he is a special person - there are special things that he has and can do.
2.12.1.167 Gives assistance when asked.
2.12.1.168 Takes pride in being able to help.
2.12.1.169 Assumes specific chores.

2.12.1.170 Understands/follows through with chores.

2.12.1.171 Takes pride in doing chores.

2.12.1.172 Understands rationale for rules relative to effect on others.

2.12.1.173 Understands social aspects of communication.

2.12.1.174 Understands information if gained through communication.

2.12.1.175 Understands the lack of communication may result in bad feelings, isolation, trouble or mistrust.

2.12.1.176 Understands that inaccurate or bad communication may result in bad feelings, isolation, trouble, or mistrust.

2.12.1.177 Understands alternative ways to communicate.

2.12.1.178 Understands there are different languages.

2.12.1.179 Understands non-verbal communication - communication based on informal language, (body language, facial expressions).

Decision-Making and Problem-Solving

2.12.1.180 Makes decisions relative to personal preferences.

2.12.1.181 Makes decisions relative to physical activities.

2.12.1.182 Knows consequences of behavior.

2.12.1.183 Demonstrates capacity to accept responsibility of blame.

2.12.1.184 Attempts problem solving activities appropriate for age level.

2.12.1.185 Works on own initiative.

2.12.1.186 Goes from one task to the next independently.

2.12.1.187 Understands that mistakes are O.K.

2.12.1.188 Explores various problem solving activities without excessive fear or apprehension of failure.

2.12.1.189 Understands when and where to get help if cannot solve problems on own.

2.12.1.190 Assesses ability to handle problems.

2.12.1.191 Knows probable consequences of decisions made.

2.12.1.192 Thinks about consequences before acting.

2.12.1.193 Goes to different alternatives if first problem solving approach fails.

2.12.1.194 Discusses abstract ideas in group situations.

Self Discipline

2.12.1.195 Displays appropriate behavior only with external controls.

2.12.1.196 Responds well to external controls.

2.12.1.197 Displays appropriate behavior without external controls.

2.12.1.198 Postpones certain behaviors.

2.12.1.199 Displays adequate understanding of good and bad behavior.

2.12.1.200 Understands "I have control over my behavior".

2.12.1.201 Puts limits on self.

2.12.1.202 Understands why we behave in certain ways.

2.12.1.203 Initiates routine useful task (own job).

2.12.1.204 Completes routine useful task.

2.12.1.205 Completes task independently within broad time limits.

2.12.1.206 Remains at a task when distractions are present.

2.12.1.207 Makes independent evaluation of task completion.

2.12.1.207 Makes independent evaluation of task completion.

2.12.1.208 Evaluates independently quality of his work product.

2.12.1.209 Checks work or product against model/ standard.

2.12.1.210 Helps set limits for others - class, peers, etc.

2.12.1.211 Other: Please specify_____.

2.12.2 SOCIAL

Respect for Others

2.12.2.1 Respects other's possessions.

2.12.2.2 Aware of other's wishes.

2.12.2.3 Understands how respect for other's affects our relationships.

2.12.2.4 Understands how lack of respect for others affects our relationships.

2.12.2.5 Understands affect of only thinking about ourself.

2.12.2.6 Attempts to understand according to how others feel.

2.12.2.7 Attempts to react according to how others feel.

2.12.2.8 Understands another persons situation.

2.12.2.9 Understands rights of others.

2.12.2.10 Understands rights based on personal desire.

2.12.2.11 Understands responsibility based on personal desire.

2.12.2.12 Understands the rights of a group.

2.12.2.13 Understands legal and civil rights.

2.12.2.14 Understands legal and civil responsibility.

2.12.2.15 Understands that everyone is different.

2.12.2.16 Understands if O.K. to be different.

2.12.2.17 Understands that others consider him/her as being different.

2.12.2.18 Understands feelings of being viewed as "different".

2.12.2.19 Recognizes and accepts differences.

2.12.2.20 Recognizes that there are more similarities than differences.

2.12.2.21 Understands and accepts reasons for differences.

2.12.2.22 Understands that some people are prejudiced.

2.12.2.23 Understands that prejudice is usually based on inadequate knowledge.

2.12.2.24 Understands reasons for respecting others who are different.

2.12.2.25 Understands groups that are different.

Family

2.12.2.26 Responds correctly to "Do you have a Mommy/Daddy?"

2.12.2.27 Responds correctly to "Do you have brothers/ sisters?"

2.12.2.28 Identifies family members.

2.12.2.29 Expresses physical differences of family members.

2.12.2.30 Identifies family relationships.

2.12.2.31 Expresses different characteristics of family members.

2.12.2.32 Expresses pride in family.

2.12.2.33 Identifies distant family members.

2.12.2.34 Understands meaning of a family unit.

2.12.2.35 Identifies roles of mother/father.

2.12.2.36 Understands that parents meet many of the child's needs.

2.12.2.37 Expresses appreciation for what parents do.

2.12.2.38 Accepts affection from parents.

2.12.2.39 Expresses affection for parents.

2.12.2.40 Generalizes parent roles to other families.

2.12.2.41 Anticipates his/her role as a parent.

2.12.2.42 Identifies role child plays.

2.12.2.43 Expresses responsibility to family.

2.12.2.44 Expresses care for others in family.

2.12.2.45 Understands he/she is gaining experience for adulthood from responsibilities in family.

2.12.2.46 Understands there are rules in the home to be followed.

2.12.2.47 Understands what home rules are.

2.12.2.48 Follows home rules with supervision.

2.12.2.49 Follows home rules without supervision.

2.12.2.50 Discusses home rules.

2.12.2.51 Compares rules of home and school.

2.12.2.52 Understands reasons for rules.

2.12.2.53 Understands that families have common rules.

2.12.2.54 Expresses displeasure with some rules with out violating the rules.

2.12.2.55 Understands, discusses conflicts between parent rules and group pressures.

2.12.2.56 Identifies family with home.

2.12.2.57 Talks about home.

2.12.2.58 Understands self as being part of the family unit.

2.12.2.59 Expresses pride in being part of the family.

2.12.2.60 Expresses pleasure in contributing to the family.

2.12.2.61 Understands family as group working together for common goals.

2.12.2.62 Understands that we gradually become independent of family unit.

2.12.2.63 Understands that one can grow independent from family unit and still maintain close ties.

2.12.2.64 Expresses experiences of interaction in the family.

2.12.2.65 Expresses feelings of mutual affection in the family.

2.12.2.66 Expresses feelings of mutual affection for the family.

2.12.2.67 Expresses feelings of affection from the family.

2.12.2.68 Understands need for give-and-take in family.

2.12.2.69 Expresses how can/does share in family.

2.12.2.70 Understands how family members feel in different situations.

2.12.2.71 Understands sibling relationships.

2.12.2.72 Understands times when family members will/will not get along.

2.12.2.73 Understands problems in communicating with family.

2.12.2.74 Takes appropriate steps in improving communication with family.

Etiquette and Table Manners

2.12.2.75 Does not interrupt conversation.

2.12.2.76 Shows interest in conversations of others.

2.12.2.77 Responds to conversational queries.

2.12.2.78 Accompanies all requests with "please".

2.12.2.79 Acknowledges compliments/service with "thank you".

2.12.2.80 Waits to be acknowledged before speaking.

2.12.2.81 Says "excuse me" to interrupt.

2.12.2.82 Respects privacy of others.

2.12.2.83 Refrains from unattractive actions in public.

2.12.2.84 Pauses to allow others to speak.

2.12.2.85 Refrains from obvious staring.

2.12.2.86 Does not use a loud voice in public places.

2.12.2.87 Initiates or pursues appropriate conversation topics.

2.12.2.88 Uses actions of others as social cues.

2.12.2.89 Seeks privacy for gooming/toliet/clothing adjustments.

2.12.2.90 Makes introductions.

2.12.2.91 Concludes conversation politely.

2.12.2.92 Accepts conclusion of conversation politely.

2.12.2.93 Maintains a posture which avoids immodest exposure.

2.12.2.94 Regulates volume of voice appropriate to situation.

2.12.2.95 Laughts at comments intended to be humorous.

2.12.2.96 Laughts in appropriate situations.

2.12.2.97 Seeks assistance politely.

2.12.2.98 Defers to elderly (gives seat-open door).

2.12.2.99 Understands that manners are partially dependent on group, place, culture, etc.

Interpersonal Relations

2.12.2.100 Responds to face positively.

2.12.2.101 Discriminates strangers.

2.12.2.102 "Crows"; laughs.

2.12.2.103 Smiles and vocalizes with mirror.

2.12.2.104 Coos and smiles, showing emotional responses.

2.12.2.105 Stares at animate objects.

2.12.2.106 "Talks"; imitates sounds.

2.12.2.107 Reacts to strangers.

2.12.2.108 Demands personal attention.

2.12.2.109 Cries if toys are taken away.

2.12.2.110 Plays with other children.

2.12.2.111 Explores environment.

2.12.2.112 Begins to assert independence.

2.12.2.113 Works individually with adult for one minute.

2.12.2.114 Engages in simple make-believe activities.

2.12.2.115 Plays interactive games, (tag).

2.12.2.116 Plays cooperatively with another child (shares).

2.12.2.117 Plays alone but will exchange items of play.

2.12.2.118 Takes direction from someone other than family member.

2.12.2.119 Works in small groups.

2.12.2.120 Engages in prolonged domestic make-believe play.

2.12.2.121 Helps to put things away.

2.12.2.122 Brings favorite toys to school to show.

2.12.2.123 Works individually with adult for 15 minutes or more.

2.12.2.124 Performs undesirable tasks when requested.

2.12.2.125 Continues domestic and dramatic play from day to day.

2.12.2.126 Plans and builds constructively.

2.12.2.127 Chooses own friends.

2.12.2.128 Comforts playmates in distress.

2.12.2.129 Conforms to adult ideas.

2.12.2.130 Plays cooperatively in a large group game.

2.12.2.131 Works in small group 30 minutes or more.

2.12.2.132 Reaches for familiar persons.

2.12.2.133 Does not solicit offensive peer behavior.

2.12.2.134 Remains at a task when distractions are present.

2.12.2.135 Initiates a compromise to resolve conflict with peer.

2.12.2.136 Writes occasional short letters.

2.12.2.137 Accepts majority rules.

2.12.2.138 Assesses adults objectively.

2.12.2.139 Interacts with adults accurately and to the point.

2.12.2.140 Demonstrates selectivity in choice of friends.

2.12.2.141 Makes telephone calls.

2.12.2.142 Assesses social situation before making responses.

2.12.2.143 Demonstrates competitiveness and originality in games.

2.12.2.144 Realizes teamwork may be important.

2.12.2.145 Plays difficult games.

2,12.2.146 Follows current events.

2.12.2.147 Engages in adolescent group activities.

2 12.2.148 Responds to one-to-one relationship.

2.12.2.149 Forms one-to-one relationship.

2.12.2,150 Recovers from disagreements.

2.12.2.151 Responds to adult intervention in settling disagreements.

2.12.2.152 Understands qualities of friendship.

2.12.2.153 Understands need for friends.

2.12.2.154 Understands friends change and why.

2.12.2,155 Works out disagreements on own.

2.12.2.156 Helps establish groups.

2.12.2.157 Establishes friendships.

2.12.2.158 Establishes and maintains leadership role.

2 12.2.159 Makes effort to communicate at a level appropriate to abilities.

2.12.2.160 Listens and attends to others.

2.12.2.161 Attempts to express ideas clearly.

2.12.2.162 Continues trying if confronted with communication problem.

2.12.2.163 Associates with boys/girls on basis appropriate for age.

2.12.2.164 Maintains individual values in spite of group pressure.

2.12.2.165 Understands social needs of being part of a group.
2.12.2.166 Understands significance of group.

2.12.2.167 Understands group conformity.

2.12.2.168 Understands and resolves conflicts between group and self needs.
2.12.2.169 Understands and resolves conflicts between group and parent demands.

2.12.2.170 Understands and resolves conflicts between group and society demands.
2.12.2.171 Becomes aware of opportunities for becoming part of a group or club.
2.12.2.172 Participates in extra-curricular activities appropriate for age.
2.12.2.173 Understands procedures for becoming involved in and belonging to various organized groups.
2.12.2.174 Participates in and contributes to organized group.
2.12.2.175 Understands organization of the group, its significance, goals, etc.
2.12.2.176 Identifies with various similar groups in area.
2.12.2.177 Participates in activities with similar groups.
2.12.2.178 Understands requirements for joining groups.
2.12.2.179 Understands aspects of running meetings, leadership, etc.
2.12.2.180 Assists in organization of groups and clubs appropriate for age.
2.12.2.181 Other: Please specify_____.

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